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ABSTRACT

The manual provides guidelines for Georgia teachers of children with specific learning disabilities. Sections focus on six major topics (sample subtopics in parentheses): definitions; eligibility criteria; due process (placement, confidentiality, exit criteria); program organization (delivery model, inservice education); instructional programs (direct service objectives, professional resources); and program evaluation. Another section lists additional resources while 17 appendixes include a code of ethics and a checklist of requirements for a suspected learning disabilities referral. (CL)

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Volume IV

Specific Learning Disabilities

Resource Manuals For Program For Exceptional Children

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Office of Instructional Services
Division of Special Programs
Program for Exceptional Children
Georgia Department of Education
Atlanta, Georgia 30334

Resource Manuals for Program for Exceptional Children

The Georgia Department of Education, Division of Special Programs, published *Resource Manuals* to assist local education agencies in the provision of quality programs for exceptional children. The *Resource Manuals* include:

Volume I	Severely and Trainable Mentally Retarded
Volume II	Educable Mentally Retarded
Volume III	Behavior Disorders
Volume IV	Specific Learning Disabilities
Volume V	Visually Impaired
Volume VI	Hospital/Home Instruction
Volume VII	Speech and Language Impaired
Volume VIII	Physically and Multiply Handicapped/System Occupational and Physical Therapists
Volume IX	Hearing Impaired
Volume X	Gifted
Volume XI	Deaf/Blind

Foreword

Georgia is committed to the belief that every exceptional child has a right to receive an education based on his or her individual needs.

The need for developing standards and guidelines for comprehensive programs for exceptional children in our schools has emerged from state and federal legislation. The three major laws affecting the education of exceptional children in Georgia follow.

APEG (Adequate Program for Education in Georgia Act)
Section 32-605a, Special Education

"All children and youth who are eligible for the general education program, preschool education, or who have special education needs and three and four year old children who are either physically, mentally or emotionally handicapped or perceptually or linguistically deficient shall also be eligible for special education services. Children, ages 0-5 years, whose handicap is so severe as to necessitate early education intervention may be eligible for special education services."

Effective date: July 1, 1977

P. L. 94-142, Education for All Handicapped Children Act of 1975

The full services goal in Georgia for implementation of P. L. 94-142 states:

"All handicapped children ages 5-19 will have available to them on or before September 1, 1978 a free appropriate education. Ages 3-4 and 19-21 will be provided services by September 1, 1980 and 0-2 by September 1, 1982 if funds are available."

Effective date: September 1, 1978

Section 504 of P.L. 93-112, The Vocational Rehabilitation Act of 1973

"No otherwise qualified handicapped individual shall solely by the reason of his/her handicap be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or actively receiving Federal financial assistance."

Effective date: June 1, 1977

Introduction

The purpose of the resource manuals is to help local education agencies in implementing these laws and in providing quality programs for exceptional children.

Volume IV: Specific Learning Disabilities is designed to help the local education agencies plan, expand and maintain programs in the area of specific learning disabilities. No resource manual can be all inclusive in any area of exceptionality. This is especially true in the area of specific learning disabilities. This manual does contain guidelines and suggestions to help provide teachers with a foundation for helping learning disabled children and youth to advance toward their maximum potential.

Acknowledgements

This publication could not have been developed without the contributions of many learning disabilities teachers, special education directors/coordinators, university personnel and concerned professionals in the field of learning disabilities across the nation. The resource manual committee contributed many hours of work and valuable expertise. The members of this committee are listed below. All professional assistance given by individuals involved in the development of this resource manual is gratefully acknowledged.

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Chapter I
Definition

The definition of Specific Learning Disabilities used in Georgia is taken directly from the "Federal Register", December 29, 1977, section 121 a.5. It is included in the **Program for Exceptional Children Regulations and Procedures,** October, 1978 (Pp. 27-29).

"Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage.

Chapter II
Eligibility Criteria

The definition of learning disabilities has been and will likely continue to be the subject of much debate among professionals in the field; therefore, guidelines are essential for determining eligibility and placement in a learning disabilities program. For a child to be labeled as learning disabled, the primary diagnosis must be learning disabilities. A student who is achieving at or near his or her expectancy levels has no severe discrepancies between his or her potential and achievement levels. A student whose problems are primarily due to environmental, cultural or economic disadvantage is not appropriate for a learning disabilities program. It is recommended that the primary consideration in determining these effects be given to whether the student has had the opportunity to learn the prescribed curriculum of the school. Chronic absences, frequent transfers, primary language other than that taught in the school, etc. should be considered in making this decision. A distinction must be made between a student who has needs which can be met through regular education or remedial programs and a student who has needs which can only be met in a program for the learning disabled.

The State Regulations for Specific Learning Disabilities, October 1978 address the criteria for eligibility on pages 28 and 29, part C.2.

1. *When provided with learning experiences appropriate for the student's age and ability, it is demonstrated that he or she is not achieving commensurate with his or her age and ability levels in one or more of the areas in Item 2 of this section.*
2. *Based on the results of assessments required in Section B, Evaluation Components, a severe discrepancy is demonstrated between ability and achievement in one or more of the following areas:*
   a) *Oral expression*
   b) *Listening comprehension*
   c) *Written expression*
   d) *Basic reading skill*
   e) *Reading comprehension*
   f) *Mathematics calculation*
   g) *Mathematics reasoning*
3. *In determining expectancy, the following formula should be utilized:* $\frac{2CA + MA}{3} - 5.2 = Expectancy$

   The team should consider expectancy on an individual basis for each child, in light of the information from the psychological evaluation on cognitive functioning, age of the child and significant school experiences.
4. *In determining severe discrepancy between ability and achievement, the following is to be utilized:*
   a) *1st grade - by performance on appropriate evaluative measures and adaptive behavior in the classroom*
   b) *2nd grade - 1 year or more below expectancy*
   c) *3rd and 4th grade - 1½ years or more below expectancy*
   d) *5th and 6th grade - 2 years or more below expectancy*
   e) *7th and 8th grade - 3 years or more below expectancy*
   f) *9th grade and beyond - 4 years or more below expectancy*
5. *It is determined that the severe discrepancy between ability and achievement is not primarily the result of:*
   a) *a visual, hearing or motor handicap;*
   b) *mental retardation;*
   c) *emotional disturbance*
   d) *environmental, cultural or economic disadvantage.*

The original committee which developed the State Regulations for Specific Learning Disabilities and professionals throughout Georgia felt that further clarification of state regulations was needed. Sixteen workshops were conducted to assist local systems in implementing the regulations.

There are some limitations in the use of the expectancy formula. The following notations need to be made:

- The historical development of the formula was based on children with IQs of 85 and above who were between the ages of 6 and 12. Current experiences suggest that the expectancy formula is generally satisfactory within these IQ and age ranges.
- The formula is proving less satisfactory for some students with IQs below 85 across all age ranges. It is recommended that for students with IQs below 85 and for students 13 years of age and above, the following grade expectancy formula be used:
  MA − 5.2 = grade expectancy

  The appropriate discrepancy should then be subtracted based on the student's grade placement.
- Special attention should be given to the statement following the grade expectancy formula.
  The team should consider expectancy on an individual basis for each child, in light of the information from the psychological evaluation on cognitive functioning, age of the child and significant school experiences.
  Regulations and Procedures, page 28)

This statement was included to imply the need for clinical judgement in diagnosing a student as learning disabled. The Grade Expectancy Formula is included in the regulations as a method of establishing a baseline for determining a level of severe discrepancy in the seven areas of achievement listed in item 2 under Eligibility Criteria, page 27. The evaluation team must consider all available data in determining eligibility. If the student does not meet the severe discrepancy as designated in the regulations, he or she may still be eligible for learning disabilities classes provided the evaluation team is able to fully justify eligibility based on other eligibility components. The student who falls within the severe discrepancy according to the regulations is not automatically eligible for a learning disabilities program, nor is the student who has a discrepancy which is less than that listed in the regulations automatically excluded from eligibility for a learning disabilities program.

of a severe discrepancy may be affected by retention. Therefore, the achievement expectancy of students who have been retained should be considered with regard to both chronological age and current grade placement.

The evaluation team must consider each student on an individual basis to determine eligibility. The written report must document that the formula was calculated. The written report must address each of the components as listed in Eligibility and Placement, page 29.

In computation of the expectancy formula it is necessary to follow a specific sequence. The following are included as examples of computation of grade expectancy and severe discrepancy.

Conversion of months to hundredths of a year

1 month = .08
2 months = .16
3 months = .25
4 months = .33
5 months = .42
6 months = .50
7 months = .58
8 months = .66
9 months = .75
10 months = .83
11 months = .91

If days equal 16 or more, add one month to age score.

Steps to follow in computation of grade expectancy and severe discrepancy

1. Grade Level Expectancy = $\frac{2CA + MA}{3} - 5.2$

CA = Chronological Age
MA = Mental Age
5.2 = corrector factor used to change an age score to a grade level score

2. Chronological Age (CA) = Date achievement measure was obtained minus birthdate

	Year	Month	Day
Achievement Test Date	1978	9	20
Birthdate	- 1969	10	30
CA	8	10	20

3. Mental Age (MA) = Chronological Age (CA) on date of achievement testing times (X) the Intelligent Quotient (IQ) achieved on an appropriate individual test of intelligence divided by 100 (or from conversion tables).

$$\frac{CA \times IQ}{100} = MA$$

$$\frac{CA\ 8.91 \times IQ\ 93}{100} = 8.29$$

4. Grade Level must be computed to the date the achievement level was obtained.

5. Example for computing Grade Level Expectancy:

Subject:	John Smith
Birthdate:	October 30, 1969
Recent IQ Score:	93 (Full Scale WISC-R)
Achievement Test Date:	September 20, 1978
Grade Placement:	4th grade

CA on Achievement Test Date = Subtract Birthdate from Achievement Test Date
CA is to be computed using the date the achievement test was given.

	Year	Month	Day
Achievement Test Date	1978	9	20
Birthdate	- 1969	10	30
	8	10	20

CA 8 years 11 months

CA (months converted to hundredths) = 8.91 years

$$MA = \frac{CA \times IQ}{100} = \frac{8.91 \times 93}{100} = 8.29$$

MA = 8.29

$$\text{Grade Level Expectancy} = \frac{2CA + MA}{3} - 5.2 =$$

$$\text{Grade Level Expectancy} = \frac{2(8.91) + 8.29}{3} - 5.2$$

Grade Level Expectancy (GLE) = 3.50

6. Determine Severe Discrepancy Level

Since John is in the 4th grade, we will subtract 1½ from the Grade Level Expectancy:
Severe Discrepancy Level = Grade Level Expectancy − Discrepancy of grade placement

SDL = 3.50 − 1.5 = 2.0

The discrepancy value to subtract is based on the student's grade placement and is found in the state regulations (4 page 28). John must be performing at or below 2.0 grade level in one of the seven areas in order to qualify for placement in a learning disabilities program. (If not at or below this level and the team still feels he should qualify, written justification for inclusion must be given. If below this level and the team feels John does not qualify, written justification for exclusion must be given.)

7. For students below 85 IQ and students 13 years of age a modification in determining Grade Level Expectancy is recommended.

Instead of using $\frac{2CA + MA}{3} - 5.2$

use MA − 5.2

Example: (Below 85 IQ)

Subject:	Jim Jones
Birthdate:	July 12, 1968
Achievement Test Date:	October 15, 1978
Recent IQ Score:	81 (WISC-R Full Scale)
Grade Placement:	5th grade

CA on Achievement Test Date

	Year	Month	Day
Achievement Test Date	1978	10	15
Birthdate	− 1968	7	12
	10	3	3

CA = 10 years 3 months

CA (months converted to hundredths) = 10.25

$$MA = \frac{CA \times IQ}{100} = \frac{10.25 \times 81}{100} = 8.30$$

MA = 8.3

Grade Level Expectancy = MA − 5.2
Grade Level Expectancy = 8.30 − 5.2 = 3.1

GLE = 3.1

Severe Discrepancy Level (SDL)
Since Jim is in the 5th grade, subtract 2.0 from the Grade Level Expectancy.
Severe Discrepancy Level = 3.1 − 2.0 = 1.1

SDL = 1.1

Jim must be performing at or below 1.1 grade level on one of the seven areas in order to qualify for placement in a learning disabilities program. (If not at or below this level and the team still feels he should qualify, written justification for inclusion must be given. If below this level and the team feels Jim does not qualify, written justification for exclusion must be given.)

Example: (Above 13 years of age)

Subject:	Mike Joy
Birthdate:	August 16, 1965
Achievement Test Date:	September 20, 1978
Recent IQ Score:	90 (WISC-R Full Scale)
Grade Placement:	8th grade

CA on Achievement Test Date

	Year	Month	Day
Achievement Test Date	1978	9	20
Birthdate	− 1965	8	16
	13	1	4

CA = 13 years 1 month

CA (months converted to hundredths) = 13.08

$$MA = \frac{CA \times IQ}{100} = \frac{13.08 \times 90}{100} = 11.77$$

MA = 11.77

Grade Level Expectancy (GLE) = MA − 5.2
GLE 11.77 − 5.2 = 6.57

GLE = 6.57

Severe Discrepancy Level (SDL)
Since Mike is in the 8th grade, subtract 3.0 from the Grade Level Expectancy:
Severe Discrepancy Level = 6.57 − 3.0 = 3.57

SDL = 3.57

Mike must be performing at or below 3.57 grade level on one of the seven areas in order to qualify for placement in a learning disabilities program. (If not at or below this level and the team still feels he should qualify, written justification for inclusion must be given. If below this level and the team feels Mike does not qualify, written justification for exclusion must be given).

8. Sample Problems

Subject:	Mary Toocea
Birthdate:	April 3, 1971
Achivement Test Date:	November 5, 1978
Recent IQ Score:	95 (WISC-R Full Scale)
Grade Placement:	2nd grade

Determine Severe Discrepancy Level:
(Answer: 1.25 grade level)

Subject:	Jack Toolow
Birthdate:	December 9, 1967
Achievement Test Date:	September 8, 1978
Recent IQ Score:	75 (WISC-R Full Scale)
Grade Placement:	4th grade

Determine Severe Discrepancy Level:
(Answer: 1.36 grade level)

Chapter III
Due Process

Introduction

P. L. 94-142 has provided a structure in which the rights made available under the act are protected through procedural due process. The child, the parents and the schools are involved in the specifics of the due process.

The following is a chart of due process procedures.

Screening

Some school systems in the state have established in-school screening committees to help teachers who request assistance in dealing with specific students. Other school systems have different types of in-school screening committees such as grade level meetings at which children are discussed at the end of report card periods. The use of school screening committees has been very effective. The number of inappropriate referrals to special education is greatly reduced. It is recommended that school systems investigate the establishment of in-school committees. The committee may be composed of an administrator, a regular class teacher for each level (e.g. primary, intermediate) within the building, a special education teacher and the teacher referring a student and the student's parents. The parents are informed of the committee and its functions, and permission for assessment is obtained. As members of the committee, parents have the opportunity to help plan the assessment battery. There may be additional committee members such as counselors, supervisors, psychologists, etc. This committee meets on a regular basis to discuss the problems and review the records of referred students. Recommendations are made for the teacher to try in the classroom. After a specified period of time, the teacher reports on the progress or lack of progress resulting from the modification recommended by the committee. If the problem has not improved, other suggestions are made, or the student is referred to special education or other appropriate agencies.

The committee focuses first on helping students within the regular classroom setting. In this way labels are not applied nor even considered until some attempts at solving the problems have been made. Teachers begin to view the committee as a group who will support them and offer additional ways of dealing with problems in their classrooms. Teachers also become more confident in their own expertise and their abilities to help other professionals. For further information on one type of in-school screening committee, contact Metro West GLRS Center, 2268 Adams Drive, NW, Atlanta, Georgia 30318, about Project TIME.

Referral

Referral is the process whereby parents or guardians, the pupils themselves, school personnel, appropriate public agencies or other professionals may request assessment of a student's abilities.

Comprehensive Evaluation

Initial Evaluation

All children who are considered for special education services should be screened for possible hearing and vision difficulties before educational or psychological evaluations take place. Children who have frequent problems with their ears, eyes, nose or throat may need to be checked on more than one occasion to insure accurate results. If a problem is discovered, the psychologist is to be made aware of it. The psychologist determines if the child should be tested using alternative evaluation instruments or if the psychological testing should be delayed until further testing or corrections have been made.

Before any action is taken with respect to the initial placement of a handicapped child in a special education program, a full and individual evaluation must be conducted in accordance with the following. The local education agency (LEA) must use appropriate evaluation procedures, including trained evaluation personnel, multidisciplinary teams, validated and nondiscriminatory assessment, the language or other mode of communication commonly used or understood by the child and more than one procedure or instrument.

The State Regulations (pp. 27-28) stipulate the members of the learning disabilities evaluation team and the components of the evaluation as follows.

A. Evaluation Team

As a minimum, the following shall constitute the Learning Disabilities evaluation team.

1. *A teacher certified in Specific Learning Disabilities. If one is not available within the system, another person qualified to conduct diagnostic evaluations relevant to Learning Disabilities should be designated.*
2. *A qualified psychological examiner.*
3. *The child's regular teacher. If the child does not have a regular teacher or is less than school age, a person qualified by the state to teach a child of equivalent age should be designated.*

B. Evaluation Components

The following shall be included as a minimum in each initial evaluation of a child identified as having a Specific Learning Disability.

1. An audiometric and visual screening preceding the assessments to determine adequacy of sensory acuity for subsequent testing with appropriate accommodations or follow-up if hearing and/or vision are found inadequate.
2. An individual evaluation conducted by a qualified psychological examiner.
3. To substantiate the identification of the deficit area(s) in Section C, Number 2 below, a minimum of two evaluation instruments must be administered individually by trained Learning Disabilities personnel or a specified member of the evaluation team. Both formal and informal assessment measures should be utilized.
4. An assessment of language skills administered by an appropriate specified member of the evaluation team.
5. Written samples of the student's relevant classroom work and a statement of the student's academic and social performance by the regular teacher(s).
6. A written observation report of the student's relevant performance in the regular classroom setting by an evaluation team member other than the regular classroom teacher.

C. Eligibility Criteria

1. When provided with learning experiences appropriate for the student's age and ability, it is demonstrated that he or she is not achieving commensurate with his or her age and ability levels in one or more of the areas in Item 2 of this section.
2. Based on the results of assessments required in Section B, Evaluation Components, a severe discrepancy is demonstrated between ability and achievement in one or more of the following areas.
   (a) Oral expression
   (b) Listening comprehension
   (c) Written expression
   (d) Basic reading skill
   (e) Reading comprehension
   (f) Mathematics calculation
   (g) Mathematics reasoning
3. In determining expectancy, the following formula should be utilized.

$$\frac{2CA + MA}{3} - 5.2 = \text{Expectancy}$$

   The team should consider expectancy on an individual basis for each child, in light of the information from the psychological evaluation on cognitive functioning, age of the child and significant school experiences.
4. In determining severe discrepancy between ability and achievement, the following is to be utilized.
   (a) 1st grade - by performance on appropriate evaluative measures and adaptive behavior in the classroom.
   (b) 2nd grade - 1 year or more below expectancy.
   (c) 3rd and 4th grade - 1½ years or more below expectancy.
   (d) 5th and 6th grade - 2 years or more below expectancy.
   (e) 7th and 8th grade - 3 years or more below expectancy.
   (f) 9th grade and beyond - 4 years or more below expectancy.
5. It is determined that the severe discrepancy between ability and achievement is not primarily the result of:
   (a) a visual, hearing or motor handicap;
   (b) mental retardation;
   (c) emotional disturbance;
   (d) environmental, cultural or economic disadvantage.

Multidisciplinary Team

There are two concepts of great importance in determining if a referred student meets eligibility requirements for a specific learning disabilities program. First of all, the decision is made by a multidisciplinary team composed of the student's regular classroom teacher(s), the certified learning disabilities teacher, the qualified psychological examiner and additional members as necessitated by in-

dividual cases. Persons who might also be team members are the speech and language pathologist, school nurse, social worker and counselor. The second concept is that the team is to consider all available data in making the decision regarding a student.

The minimum team members are specified in the state regulations. The roles of each person should be specified in each school system. It is recommended that the fully certified learning disabilities teacher do the individual assessment of the seven academic areas and the classroom observation. In some cases it may be necessary for others on the evaluation team to complete this phase of the assessment. The psychologist is to conduct the individual psychological evaluation using the assessment techniques and instruments that he or she deems appropriate for the individual referral. The classroom teacher is to submit a statement regarding the academic and social performance of the referred student. The classroom teacher is also to collect written samples of the student's relevant classroom work. It is recommended that at least one week's work be collected. If the student is in the middle, junior or senior high schools, this information should be collected from more than one teacher.

To meet the eligibility criteria two tests must be administered to substantiate the deficit area(s). It is recommended that each of the seven academic areas be screened and any area which is found discrepant should be tested using a second instrument. Formal and informal tests, either norm-referenced or criterion-referenced, may be given. At least one test in a deficit area must be norm-referenced and formal. In using standardized tests it is important to bear in mind that there are no ideal tests. Some consideration needs to be given to the appropriateness of the use of certain instruments in the assessment of the different areas.

Language skills must be assessed and addressed in the written report. The assessment can be informal and/or formal. The professional with competency in language assessment is the ideal team member to evaluate language skills. This person may be the learning disabilities teacher or the speech and language pathologist in the system. The information may also be obtained from portions of the psychological battery. Each person on the team may also contribute to the language assessment from his/her portion of the evaluation. A referred student who is found to have a language problem should be referred to a speech and language pathologist for a comprehensive evaluation of language abilities. **Resource Manual Volume VII: Speech and Language Impaired** provides suggestions for comprehensive language evaluations.

The observation of a suspected learning disabled student is to be performed in a regular classroom setting. It is suggested that the faculty receive some in-service training to explain the importance of the observation. It should be stressed that the classroom teacher is not being evaluated. The observation period should be a minimum of 30 minutes. In some cases it may be necessary to observe the student more than one time and in more than one academic setting. This is especially important in the middle, junior and senior high school programs. The observer should meet with the regular classroom teacher individually to explain the purpose of the observation, set the date and time and discuss the behaviors the teacher would particularly like to have observed. After observation rapport has been established in a particular teacher's classroom, it may be possible to make more flexible arrangements with that teacher to observe other referred students.

Observation is a very important component of the evaluation process. It can validate test scores and deficits as they occur in an academic situation. The observer should try to be as inconspicuous as possible in the classroom. The way the observer records the actions may differ. There are a limited number of published checklists available, and many school systems have chosen to develop their own. (In Appendix I are sample checklists and names of publishers.) Relevant performance must be addressed in narrative in the learning disabilities team report. The report should include only actions observed and not judgments about the student's feelings or reasons for the behaviors. It should also include the date, time, activities observed and the relationship of the relevant behavior of the student and his/her educational functioning. Any checklists or other methods of obtaining the behavior must be attached to the report.

The evaluation team members must sign that they agree or disagree with the learning disabilities team report. If anyone dissents, he/she must sign that he/she does not agree and attach a written narrative report giving the reasons for disagreement.

Sample report forms are included in Appendix B. School systems may use these forms or modify and improve them for local use. The written team evaluation for learning disabilities placement is to be written by

the evaluation team members themselves. The only persons who sign in agreement or disagreement with the report are the evaluation team members. The team evaluation report becomes part of the data discussed and considered by the placement team. In order for the team evaluation report to be available for the placement committee meeting, it is necessary for the evaluation team to meet prior to the actual placement team meeting. In some cases this may occur several days prior to the placement meeting and in other cases it may occur immediately preceding the placement meeting. The exact procedures a school system uses will need to be determined by each individual system to meet the constraints of its particular situation.

The State Regulations (p. 29) state the basic points to be addressed in the learning disabilities team report as follows:

Written Report

The evaluation team shall prepare a written report of the evaluation to include at a minimum:

1. *any severe discrepancy between ability and achievement that is not correctable without special education and related services;*
2. *the documentation that the child has or does not have a specific learning disability and the relevance of each Section B evaluation component in making the determination;*
3. *educationally relevant medical findings if any;*
4. *the effects of environmental, cultural or economic disadvantage if relevant.*

Each team member shall (a) certify in writing that the report reflects his or her conclusion or (b) provide a dissenting statement and reason(s).

In determining whether a child meets the learning disabilities criteria, all available data must be considered. It is of utmost important that no single criteria be the sole basis for eligibility. Each student is to be considered on an individual basis. The expectancy formula assures that expectancy is addressed. In every case written justification must reflect the decision of the evaluation team based on all accumulated data.

All students who are in learning disabilities programs must have been placed according to the latest federal regulations (Federal Register, December 29, 1977). Students who have not been placed under these federal regulations must be reevaluated in accordance with the new regulations. When school systems are monitored by state staff and during the next federal review scheduled in 1981, this issue will be reviewed very carefully. Students placed after November 1, 1978 must meet both the federal and state regulations for learning disabilities. Students who are reevaluated on the three-year cycle must meet both federal and state regulations for continued placement.

2. **Signed Parental Consent**

   The local school system must have a signed parental consent form on file before any child is singled out for any evaluation other than routine operations happening to all children at some point in their school year (e.g., mass vision, dental, hearing and speech screening unless parent has previously filed a form of protest.)

3. **Reevaluation**

   All children entolled in special education programs will be comprehensively reevaluated educationally or psychologically no later than three years after the last previous evaluation. The reevaluation may take place within the three years upon the request of any person having the original authority to make an initial referral, with the approval of the placement committee.

Individual Education Program (IEP)

An IEP is developed for each handicapped child who is receiving or will receive special education. This requirement applies to all public agencies. The total IEP, including long and short-term objectives, is developed prior to placement in a special education program.

The IEP shall be developed in an individualized planning conference initiated and conducted by the responsible agency.

A student should have one IEP, even if enrolled in two or more special education programs.

The IEP is an educational and related services plan and not a binding contract for which the agency is responsible if the child does not achieve the growth projected in the goals and objectives. However, the local education agency shall provide those services that are listed in a child's IEP.

Participants in Individualized Planning Conferences

A representative of the agency, other than the child's teacher, who is qualified to provide or supervise the provision of special education should participate. This does not exclude other qualified special education instructors.

The child's teacher or teachers, special or regular or both, who have a direct responsibility for implementing the IEP should also be involved.

The responsible agency shall make every effort to ensure that each individualized planning conference includes one or both of the parents; the child, when appropriate; other individuals at the discretion of the parent or agency.

For a handicapped child who has been evaluated for the first time, the responsible agency will ensure that a member of the evaluation team or someone who is knowledgeable about the evaluatoin procedure used and familiar with the evaluation results, participate in the meeting.

Parent Participation

Each responsible agency shall make every effort to insure that the parents of the handicapped child are present at the individualized planning conference or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place and notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend. Notification to parents must indicate the purpose, time and location of the meeting and who will be in attendance. All communications to parents shall be in both English and the primary language of the home, if such primary language is other than English.

A meeting may be conducted without a parent in attendance if the responsible agency is unable to convince the parents that they should attend. In this case, the responsible agency shall record its attempts to involve the parent(s). The attempts may include a written waiver of the parents' rights to participate, in accordance with due process procedures, telephone calls, correspondence and home visits.

Upon request, parents shall be given a copy of the IEP.

Upon the request of the parents, a formal due process hearing shall occur in conformance with procedures outlined in Georgia's Annual Program Plan.

Content of IEP

The IEP should include statement of the child's present levels of educational performance; statement of annual goals including short-term instructional objectives; statement of the specific education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs; the projected dates for initiation of services and the anticipated duration of the services; appropriate objective criteria, evaluation procedures and schedules for determining on at least an annual basis, whether the short-term instructional objectives are being achieved.

Placement

Initial Placement

No student shall be placed in a special education program until that student is the subject of a meeting of the Special Education Placement Committee which shall review all pertinent information and determine the appropriate program for that child. The determination to place any child into a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee. Placement committee meeting minutes must be kept.

Signed Parental Consent

All children who are evaluated for possible special education services shall be subject to review by the placement committee. All children who are recommended by the placement committee to be placed in a special education program shall have signed parental consent forms on file within the school system before placement can occur.

Special Education Placement Committee - Reevaluation

Upon the request of any person having the original authority to make initial referral, but no later than three years after the last placement decision, all children who are enrolled in special education programs shall be the subject

of a meeting of the Special Education Placement Committee which will review all pertinent information and determine the appropriate program for such children based upon teh new information.

Any time a change in educational placement is contemplated, the pertinent information must be reviewed and change approved by the placement committee and the child's parents.

Confidentiality

Local Education Agencies (LEA's) maintain records and reports on handicapped children. These records and reports contain confidential data. Each LEA must provide instruction to persons collecting or using personally identifiable data. This instruction informs LEA personnel of policies and procedures for the use of confidential data.

Exit Criteria

A student may be considered for dismissal from the learning disabilities program when the parent(s) request(s) dismissal; the regular class teacher(s) request(s) dismissal; the learning disabilities teacher requests dismissal; the student is reevaluated educationally or psychologically. It is recommended that exit criteria be used in determining if a student is eligible for dismissal from a learning disabilities program. The most important requisite for dismissal is that the student must be able to succeed in a regular program without support from the learning disabilities teacher. A match between the regular school program and the learning disabilities program is critical. That is, the regular education personnel and learning disabilities personnel must work together to create an atmosphere within the regular class in which the student can function. Some ideas for gaining the support of regular teachers can be found in part IV., C. Personnel and part IV., D. In-service and in the Appendices of this manual.

Some learning disabled students are able to perform adequately in a regular classroom if minor adjustments are made by the regular class teacher. It is the obligation of the learning disabilities teacher to work with regular teachers to help them meet the needs of learning disabled students. In this way more students will be able to receive a greater portion of their education within the regular classroom setting, which is the ultimate goal of specific learning disabilities programs. The IEP becomes a guideline for determining continuation or dismissal from the learning disabilities program. It is not possible to establish specific figures to serve as exit criteria. It cannot be emphasized enough that each student is an individual and both placement and dismissal must be based on all the available data concerning a particular student.

Students who are being considered for dismissal from a program should be thoroughly evaluated. Test scores alone cannot be the deciding factor. The learning disabilities teacher should observe the student in the student's regular classes to see how he/she is actually performing. The student should be observed more than once in each academic area on which placement was based. It is strongly recommended that the student who is being considered for dismissal from the learning disabilities program be gradually placed in the regular classroom for longer periods of time. The learning disabilities teacher should supervise the student very carefully as the time in the learning disabilities class is reduced. It is also important that caution be exercised to assure the greatest amount of success for the student. Such success will present new and different ways of improving the image of the learning disabilities professionals within the school. Public relations can greatly improve when teachers are able to observe successful instances of mainstreaming and/or instances of students who have been dismissed and are performing appropriately in regular classes. Students who are dismissed by the special education placement committee may continue to be eligible for other special education and related services such as programs for students with behavior disorders and Title I programs. When considering the dismissal of a students from a program, the special education placement committee must decide what services the student should continue to receive. All programs are available to students if eligibility criteria are met. In meetings of the special education placement committee minutes which accurately reflect the issues and alternatives discussed are to be kept. The manner in which the committee reaches the decision to dismiss a student from the learning disabilities program must be documented.

Recommended exit criteria

An elementary school student may be dismissed from the program when

- the student transfers or withdraws from the public school setting.
- the student is able to function in the regular education program without support from the learning disabili-

ties teacher. (Any modifications required are provided within the regular class setting by regular class teachers.)

Since elementary schools group students for many subjects, students may be placed in groups in which they can more easily function. It is possible for scheduling to be very flexible at this level.

A middle school or junior high school student may be dismissed from a program when

- the student transfers or withdraws from the public school setting.
- the student is able to function in the regular education program without support from the learning disabilities teacher. Any modifications required are provided within the regular class setting by regular class teachers.

At the middle school or junior high level scheduling becomes more complex. The special education placement committee should include a counselor or person who handles scheduling. Thus, the committee will be aware of the types of scheduling which may be possible for the student being considered for dismissal. The counselor should be able to suggest the teachers who could be best in handling particular students and make the necessary adjustments for the students.

A secondary school student may be dismissed from a program when

- the student exceeds school age, transfers or withdraws from school.
- the student completes secondary learning disabilities program as reflected in his/her IEP. It is recommended that special education students, upon completion of a planned secondary special education program, be awarded a diploma in the regular commencement exercises. These students should be considered a part of the graduating class, and no distinction should be made in the ceremonies. (Regulations and Procedures, page 18)
- the student is able to function in the regular education program without support from the learning disabilities teacher.

At the secondary level it is often very difficult to schedule students into the best match with regard to teacher and subject area. Once again it is very important that the counselor or the person who handles scheduling serve on the special education placement committee in order to assure the best for the student. It would be wise to make the schedule changes at the end of a quarter if at all possible.

For further information on due process or other procedural safeguards in effect in Georgia, refer to **Program for Exceptional Children Regulations and Procedures** p. 142. Copies of this document are available in the office of your local school superintendent, director of special education or your local Georgia Learning Resources System.

Additional information on local system procedures is contained in the local system's Special Education Comprehensive Plan which is also available from your local school superintendent or special education director.

Chapter IV
Program Organization

Goals and Objectives

There are no typical learning disabled students. Each student is different from every other student; however, there are some general needs which are exhibited by large numbers of learning disabled students. Academic achievement, socialization, organizational, coping and self-concept problems are very common.

The goal of a learning disabilities program is to start where the child is and proceed by developing and improving skills required for specific tasks to enable the student to function successfully in the regular classroom without the support of the learning disabilities teacher. Although this is the ultimate goal, it may not be possible for each student to achieve it. Students may achieve independence in some academic areas and require support in others, depending upon the flexibility and skills of the regular class teachers, the materials and equipment available and other additional services offered in the school. Other students may require the support of the learning disabilities professional throughout their school experiences. Objectives for programs for the learning disabled student differ according to the age of the students. At the elementary level the stress is on academic skill development. The middle, junior and senior high school programs are concerned with basic survival skills, special skills, coping skills and prevocational and vocational skills, as well as academic achievement.

It is fruitless to drill in academic areas at any level if the students are having severe problems understanding themselves. Until the students see that they are able to succeed and some confidence is developed, little if any growth will be seen in subject areas. Academic instruction should begin only after students have begun to view themselves more positively.

With learning disabled students teaching based on traditional philosophies associated with elementary school programs does not transfer to secondary school programs. For example, attempted remediation of basic reading skills is unrealistic and inappropriate for the student whose learning disability has precluded his/her learning to read even with repeated instruction. In order to provide the best program for a student, the multidisciplinary team should include additional members such as counselors and vocational education teachers if appropriate. Related Vocational Instruction (RVI) is an excellent example of team effort at the secondary level. Other support services may also be necessary for adolescents. Emotional problems become more common at this level and may require counseling and other techniques.

Since students with specific learning disabilities exhibit a wide variety of needs, no specific program plan can be developed which will serve all of the students. Both the program content and the techniques to try to achieve the individual objectives on the IEPs may be different for every student on a learning disabilities teacher's caseload. There may be instances when small groups of students with similar needs may be grouped for instruction and/or guidance. Programming becomes part of the challenge of teaching learning disabled students.

Delivery Model

Interest in serving disabled students in Georgia has been strong for the past decade or so. The emphasis in program development, however, has been almost exclusively at the elementary level. Prevention and early identification have received top priority. In the past few years researchers and educators have begun to focus on the older student whose needs are equally critical and often more enigmatic. Programs are rapidly emerging which are designed to serve this population. Although some instructional materials, evaluation instruments and guidelines are now available for learning disabled youth, this is an area which needs much expansion.

A continuum of delivery systems must be made available to children identified as learning disabled whether elementary or secondary. These must include resource, modified self-contained and self-contained programs. **Program for Exceptional Children Regulations and Procedures** (Pp. 19-21) lists the following delivery models.

- Categorical Resource Program

  Children with mild handicaps or disabilities or those who are gifted may be enrolled in a regular classroom in a designated school but also receive special instruction in a resource program.

  A resource program is one in which the children are enrolled in the regular program while receiving special education services for less than one half of the school day.

  The types of resource programs include the following.

  Resource room

  A designated classroom to which the children come for instruction. The resource room model assumes that the resource teacher and the regular education teacher cooperate in planning the student's total instructional program.

Resource Teacher

The resource teacher works with the identified children or regular teacher within the actual regular classroom setting.

Itinerarit Program

An itinerant special education program provides instructional programs to children in more than one school. The itinerant program assists exceptional children and their regular teachers on a rotating schedule.

- Interrelated Resource Program

  The term interrelated refers to a combination program in which a teacher works with children who are mildly specifically learning disabled, behaviorally disordered or educably mentally retarded. The child should meet the eligibility criteria as outlined in the program areas.

  The recommended enrollment should not exceed 24. Due process guidelines, including individual assessment, should be followed.

  The decision to place any child in a special education program must not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee. Cognitive and adaptive behavior criteria will be considered.

- Self-contained Program

  Children who require a more structured program over a longer period of time may be enrolled in a self-contained program designed specifically for that exceptionality.

  A self-contained program for the moderately or severely handicapped is defined as one in which the children spend one half or more than one half of the instructional day within the program.

  The chronological age range of these children shall not exceed three years.

- Modified Self-contained Program

  A modified self-contained program for the mildly handicapped is defined as one in which the special education teacher integrates the students into parts of the regular class curriculum.

  The integration should be based on a reasonable expectation that the student will benefit academically, socially, emotionally or vocationally by such regular class participation.

  The special education teacher acts as a liaison to help the handicapped student function comfortably within the regular classroom setting.

- Related Vocational Instruction (RVI) Program

  An RVI program provides support services to handicapped secondary students enrolled in reimbursable vocational education programs.

  The recommended case load is limited to 22 students.

  The RVI teacher acts as a liaison to help the handicapped student function within the regular vocational education program.

Enrollment

The **State Regulations** (page 29, number 3) list the recommended enrollment for specific learning disabilities as follows.

Type	Recommended Maximum Case Load
Self-contained	10
Resource	24
Itinerant	20

Guidelines for Enrollment

In some situations a school system may feel that the recommended caseload is too high. The local school system has the option of allowing lower caseloads; however, the 22:1 ratio of students to teacher must be maintained when all special education students and special education teachers in a local school system are counted for funding purposes. Only students who are receiving direct services from a teacher of learning disabilities may be counted. If the learning disabilities teacher is consulting with a regular classroom teacher and not working directly with a particular student, that student cannot be counted on the learning disabilities teacher's roll.

If a child is being served in a learning disabilities program for one half day or more, that student is to be counted as self-contained. If a child is served for less than one half day, the student is to be counted as resource. The time spent in a learning disabilities program will vary according to the individual needs of the student. The time on a weekly basis will vary from two hours to self-contained placement.

Ideally, use of delivery models is based on school characteristics, teacher skills and student needs. Specific factors influencing this decision are available space, transportation constraints, funding limitations, student population needs, amount and type of support/ancillary services, community interests, physical plant status and school organizational pattern.

Transition between special class and regular education, elementary, junior and high school delivery systems or one system to another needs to be carefully planned to preserve continuity. Potential difficulties can be alleviated to a great degree by having regular conferences or IEP meetings with special and regular education staff of both sending and receiving schools, parents and students. As an example, when students are able to meet the new teachers and are aware that these teachers have information about the way the student has worked and what he has done, these students are better able to face the change of placement.

Mild and moderate learning disabled students are best served in resource settings. The regular classes that students attend should be carefully selected according to the individual student needs, the appropriateness of content and the skills of the teachers. Many program alternatives are operable within this resource framework. There are also severely learning disabled students who may need a full-day program. Since appropriate services are mandated, the program should be flexible to serve both types of student needs and may be called a modified resource model or a modified self-contained model.

The resource program permits the student to receive special education services and remain integrated with his peers in regular classes for a major portion of the school day as designated appropriate by his IEP.

The number of students present in a resource room during any one period may vary according to the individual needs. Some students may require intensive individual instruction, while others with similar programming needs may benefit from small group instruction. At the same time there may be a student who has had an individual work session with the resource teacher and is now assigned independent work to reinforce skills. Normally there should not be more than four to five students present in a resource room at one time.

Personnel

Certification

Teacher Certification in Georgia outlines the requirements to be met by persons who desire to enter school service. An entry-level teaching certificate in specific learning disabilities is issued at the T-5 level or higher levels. At the T-4 level, specific learning disabilities can only be added to T-4 teaching certificate issued in another teaching field.

Learning Disabilities (K-12)

Teaching Field

Thirty quarter hours distributed as follows.

1. Introduction to exceptional children or psychology of the exceptional child	5 quarter hours
2. Nature or characteristics of children with learning disabilities	5 quarter hours
3. The teaching of reading	5 quarter hours
4. Specialized study selected from the following with a maximum of five quarter hours in any one area.	15 quarter hours

Language development — Test and measurements
Reading difficulties — Remedial reading
Behavior modification and/or management of exceptional children

(**Teacher Certification in Georgia**, page 22)

Special Education Fields (K-12)

1. Eligibility for the T-4 certificate in the same field.
2. Twenty-five quarter hours in subject matter or content courses applicable to the following area.
   Courses dealing with the specific field in which the certificate is to be issued.

If the applicant is eligible for the T-4 certificate in another field, the T-5 certificate for one of these special education fields may be issued upon completion of the requirements outlined above provided the applicant has the combined undergraduate courses which meet the "Teaching Field" requirements specified for the T-4 certificate in the special education field plus five quarter hours in methods and materials for teaching in the specific field and five quarter hours in a supervised practicum or internship in the specific field.

(**Teacher Certification in Georgia**, pages 29-30)

Competencies

The Division for Children with Learning Disabilities of the Council for Exceptional Children developed a "Code of Ethics and Competencies for Teachers of Learning Disabled Children and Youth" which was published in 1978. The competencies listed are ideal standards. The intended use of these competencies is to develop training programs and establish criteria to monitor professional practices. They are not intended as operational behavioral statements. Their development to that degree of practical usefulness requires a clear delineation of the abilities and a determination of the level of proficiency in each competency area which is necessary for unsuccessful performance in specific positions.

Oral Language

I. General Information

The teacher

1. understands association learning, linguistically oriented, and cognitive theories of language
2. understands the physical, social and psychological correlates of oral language
3. understands the normal sequence for language development, e.g., pre-linguistic stage, single word stage
4. is familiar with theories which involve the relationship between the language and thought
5. understands the components of language structure, i.e., phonology, semantics, morphology, and syntax, as well as the interrelationships among them
6. understands the processes involved in the development of the sound system (phonology)
7. is familiar with the patterns of phonological errors in child production
8. is familiar with theories of semantic development
9. understands the normal sequence of vocabulary development
10. understands types of semantic deficiency which limit communication
11. is familiar with theories of syntactic development
12. understands the sequence of normal syntactic development
13. understands phrase structure grammar and transformational grammar
14. understands problems related to syntactic deficits
15. understands the clinical syndromes associated with speech and language pathology, e.g., aphasia, apraxia
16. is familiar with general approaches to the remediation or correction of speech and language problems
17. understands the socio/cultural influence on speech and language problems
18. is familiar with research sources pertaining to oral language development and problems

II. Assessment

1. can administer and interpret standardized language tests in the areas of phonology, semantics, morphology, and syntax
2. can develop, use, and interpret informal assessment instruments in the areas of phonology, semantics, morphology, and syntax
3. can analyze a spontaneous speech sample for phonological, syntactic and semantic components
4. can diagnose the language impairment associated with the conditions of aphasia, hearing impairment, mental retardation, severe emotional disturbance, cerebral palsy, and brain injury
5. can assess levels of ideation and use of context words, function words, linguistic forms, melody patterns, and articulation in total production
6. can differentiate between speakers of non-standard English dialects and language disordered children

III. Instruction

1. can select appropriate commercially available developmental materials and programs
2. can plan and implement a remedial language program which is specifically designed for individualized use and which interrelates all areas of language comprehension and production
   - 2.1 can use knowledge of language development to plan a remedial program
   - 2.2 can sequence programs in step-wise fashion from easy to difficult
   - 2.3 can use comprehended forms as a base for eliciting production
   - 2.4 can use linguistic forms in varied context

2.5 can incorporate high interest and environmentally relevant material
2.6 can set realistic goals
2.7 can record progress systematically
3. can modify commercial materials and programs for use with mildly handicapped children
4. can use informal language stimulation techniques
5. can implement English as a second language program for bilingual or dialect speaking children
6. can plan and implement developmental instructional programs for language delayed children

Reading

I. General Knowledge
A. Developmental Reading
The teacher
1. understands basic theories related to the field of reading
2. understands how these theories influence the teaching strategies and the materials used in reading instruction
3. understands the physical, psychological, and environmental correlates of reading
4. understands the skills related to reading readiness
5. understands the sequence of skills leading to the development of the mature reader
6. understands the components, focus, and approaches associated with developmental reading programs
7. understands the relationship of developmental reading instruction to corrective and remedial reading instruction

B. Specialized Reading Instruction
1. Corrective Reading
1. understands that corrective reading instruction is as a system for planning and delivering classroom instruction to students who experience minor deficiencies in the elements of developmental reading
2. understands the type of student who will benefit from such instruction
3. understands systems that may be used to implement such instruction in the regular classroom, on an itinerant basis, or in a self-contained classroom

2. Remedial Reading
1. understands that remedial reading instruction is as a system for delivering intensive individualized instruction to students who have major reading problems in word recognition, comprehension, and fluency
2. understands word recognition skills, including:
2.1 context analysis
2.2 sight words
2.3 phonic analysis
2.4 structural analysis
2.5 dictionary analysis
2.6 specialized vocabulary
3. understands various approaches to reading comprehension; these include:
3.1 skills (locating main idea, inference, etc.)
3.2 taxonomy of skills
3.3 imagery
3.4 models
3.5 correlational
3.6 factor analytic
3.7 readability
4. understands comprehension skills, including:
4.1 vocabulary
4.2 semantics
4.3 syntax
4.4 imagery
4.5 specific comprehension skills (locating the main idea, following a sequence, inference,

noting detail, etc.)
4.6 critical reading skills
4.7 meaning in phrases, thought units, sentences, paragraphs, and discourse

5. understands the skills in reading fluency and reading rate involving both oral and silent reading
6. understands the interrelationship of reading skills development to other content areas, e.g., written and oral language, spelling, listening
7. understands the skills associated with problems in structure and syntax
8. understands the skills associated with problems in reading technical or content specific information

II. Assessment
A. Screening
1. has knowledge of appropriate instruments and techniques for general screening for reading
2. can administer and interpret such instruments and techniques
3. can identify those students for whom additional assessment and diagnostic evaluations are needed

B. Evaluation
1. has knowledge of the appropriateness instruments and techniques for specific assessment of the student's level of reading achievement and the areas that warrant specific attention
2. can administer and interpret such instruments and techniques

C. Diagnosis
1. can select and administer formal and informal diagnostic instruments for those specific skills related to reading
2. can interpret diagnostic data to specify problems in reading
3. can use the formal and informal data to plan for appropriate reading instruction and intervention programs

D. Formative/Summative
1. can develop and use tests to monitor students' ongoing and final level of mastery

III. Instruction
A. Corrective Reading
1. can plan and implement, instruction for minor problems associated with gaps or deficiencies in the developmental reading process
2. can use materials to teach the developmental and corrective reading process, e.g., basal reading programs, sight word and phrase cards, specific skill development materials

B. Remedial Reading
1. can plan, and implement, intensive individualized reading instruction in the skill areas associated with remedial reading
2. can use special approaches related to intensive reading instruction
3. can use materials, approaches, and techniques that have application to specific types of reading problems
4. can plan and deliver instruction that will accommodate the development of reading skills in the content areas
5. can deliver instruction in the development of reading skills associated with problems in technical or content specific areas
6. can identify and secure the services of additional appropriate professional resources to meet specific needs
7. can design and deliver an individualized reading program to the student which assures appropriate progress, alterations, goal achievement, etc.
8. can work with others involved in the student's educational program to assure that instruction in reading is integrated into the whole curriculum and that appropriate progress is assured

Written Expression

I. General Knowledge
The teacher:
1. recognizes written expression as a method of conveying ideas or meanings
2. understands the comnponents of writing readiness, e.g., eye-hand coordination, left to right pro-

gression, adequate oral and reading vocabulary skill, knowledge of syntax
3. understands the interrelation of creative writing skills with reading, spelling, and oral language
4. differentiates between penmanship and creative writing
5. understands the mechanical aspects of written expression, e.g., punctuation, capitalization, spelling
6. understands the importance of sentence and paragraph writing
7. understands the chronology and sequence of development for written expression skills from 1st grade through 12th grade
8. understands the physical, social, and psychological correlates of written expression

II. Assessment
1. can administer and interpret standardized achievement tests of written expression
2. can administer and analyze diagnostic tests of creative writing
3. can use standardized measures of handwriting skill
4. can develop and use informal measures of student's written expression ability
   4.1 secure written sample
   4.2 error analysis-mechanics
   4.3 analysis of sentence and paragraph organization
   4.4 analysis of quality of content, e.g., ideas conveyed, conclusions drawn, appropriate use of words
   4.5 analysis of grammar, i.e., verb usage, pronouns, modifiers, etc.
   4.6 analysis of possible causes of errors, e.g., carelessness, haste, lack of knowledge

III. Instruction
1. can plan and implement an instructional program incorporating the basic components for writing
   1.1 purpose of composition
   1.2 arrangement of ideas
   1.3 compare and contrast skills
   1.4 organization of ideas
   1.5 types of prose, e.g., narrative, descriptive, expository, argumentation as well as poetry
2. can plan and implement a program which teaches handwriting both manuscript and cursive
3. can plan and implement a program which teaches the mechanical skills required in written expression, e.g., capitalization, punctuation, spelling, penmanship
4. can plan and implement writing tasks utilizing varied formats, e.g., letter, note, report
5. can teach proofreading and evaluation skills including: narrowing content, ordering ideas, focusing to convey important information, personalization through appropriate novel vocabulary and thinking responsibility for content accuracy
6. can coordinate written expression instruction with other content areas, e.g., reading, spelling
7. can plan and implement remedial programs in general language skills such as vocabulary development, reading comprehension, morphological usage

Spelling

I. General Knowledge
The teacher:
1. understands the nature and rules of English orthography
2. understands different theories of teaching spelling
3. understands research related to the different spelling theories
4. understands various models of spelling behavior
5. is familiar with at least one scope and sequence of spelling skills
6. understands the importance of teaching spelling as part of a total language arts curriculum
7. has knowledge of the basic core of spelling words in children's and adult's writing

II. Assessment
1. can administer and interpret the spelling sections of standardized achievement tests
2. can administer and interpret standardized diagnostic spelling tests
3. can administer and interpret informal and/or criterion referenced spelling assessment instruments
4. can construct and administer an Informal Spelling Inventory (ISI)

5. can conduct an error analysis from a written sample of a student's work or from the results of a student's performance on a standardized achievement or spelling tests
6. can determine which factors are affecting spelling performance, e.g., motivation, sensory deficit, language deficit, etc.
7. can determine which type of spelling techniques can be used most economically with the student

III. Instruction
1. can teach spelling skills using a planned sequence of activities
2. understands various approaches to teaching spelling
3. can utilize and when necessary, modify various commercial basal and remedial spelling programs
4. can use different procedures to monitor progress in the acquisition of spelling skill, e.g., charting, precision teaching, etc.
5. can apply inferences and generalization from research to teaching spelling
6. can integrate spelling as a naturalistic part of the total language arts program

Mathematics

I. General Knowledge
A. Number Theory
The teacher:
1. understands all the concepts involved in numeration and counting
2. understands the concept of place value
3. understands the concepts and operations involved in converting from one base to another
4. understands both the Arabic and Roman numeral systems
5. understands the associative, commutative, and distributive properties of whole numbers
6. understands the concept of prime and composite numbers
7. can identify and explain common symbols used in mathematics
8. understands set theory

B. Addition and Subtraction
1. understands the computational process involved in adding and subtracting whole numbers
2. understands the concept of regrouping as it relates to addition and subtraction
3. knows the terms related to the operations involved in an addition and subtraction problem, e.g.,: addends, minuend, etc.

C. Multiplication and Division
1. understands the computational process involved in solving multiplication and division problems
2. knows the terms related to the operations of multiplication and division problems, e.g., quotient, divisor

D. Fractions, Decimals, and Percentage
1. understands all the operations involved in adding, subtracting, multiplying, and dividing fractions, decimal numbers, and numbers expressed as percentages
2. understands all the processes involved in converting a number from one form to another - e.g., a fraction to a decimal, a decimal to a percent, etc.

E. Geometry
1. understands simple common plane geometric figures, e.g., square, circle, triangle, and understands the processes used in determining perimeter and area of these figures
2. understands common solid geometric figures, e.g., cube, sphere, and understands the process used in determining the area and volume of each

F. Measurement
1. understands all the concepts involved in measurement of: time, linear planes, weight, liquid, and temperature
2. understands the metric system
3. understands the concepts and processes involved in constructing simple charts and graphs

G. Money
1. understands the U.S. monetary system

H. Verbal Problem Solving

1. understands the variables that contribute to difficulty in verbal problem solving, e.g., reading level, level of syntactic complexity, distractors, etc.

II. Assessment
1. can administer and interpret the mathematical portion of standardized group achievement tests
2. can administer and interpret the mathematical portion of individual standardized achievement tests
3. can administer and interpret standardized diagnostic tests
4. can take a scope and sequence in each mathematical area and develop and administer an evaluation instrument that is based upon it
5. is familiar with several procedures which can be used to assess a student's attitude toward mathematics
6. is familiar with methods for conducting error analysis
7. is familiar with procedures used for determining a student's verbal problem solving ability

III. Instruction
The teacher:
1. can teach a specific mathematical skill by developing and following a planned sequence of activities
2. can evaluate, utilize, and/or adapt commercial mathematical programs and materials
3. can use appropriately and effectively a variety of manipulative mathematical materials, e.g., number line, counting blocks, cuisenare rods, to teach a specific skill
4. is familiar with different conceptual and theoretical approaches to mathematics instruction
5. is familiar with non-traditional ways of teaching algorithms, e.g., "tractenberg" methods of addition, "equal addition method" for subtracting
6. can teach practical application of math concepts, e.g., liquid measurement as it relates to cooking, linear measurement as it relates to carpentry, time as it relates to the student's daily schedule

Cognition

I. General Knowledge
A. Nature of Thought
The teacher:
1. understands various theories regarding thought and process of thinking
2. can compare various theories with respect to explanation of observed behavior

B. Piagetian Theories
1. understands the implications of a stage theory such as Piaget's and can compare it with age theories
2. understands the mechanisms for acquiring knowledge at each stage, e.g., sensorimotor, preoperational, concrete operations, formal operations
3. can predict differences in behavior using Piaget stages for exceptional learners
4. can compare Piagetian and psychometric approaches to intelligence

C. Association Theory
1. understands the implications of association theory and can analyze learning situations into stimulus and response components
2. can distinguish the roles of contiguity mediation, and reinforcement in association learning
3. can apply association theory to concept formation tasks considering the variables making up concepts
3.1 attributes and salience of attributes
3.2 complexity in number of dimensions
3.3 class concepts
3.4 preferred dimensions
3.5 abstractness
4. can analyze learning tasks of various types in terms of association theory
5. can explain and predict differences in learners as a function of
5.1 general ability or intelligence differences
5.2 age differences
5.3 motivational differences

5.4 cognitive style differences
5.5 sensory capacities

D. Information Processing Theories
1. understands the implications of information processing theory as a model of human intelligence
2. can describe methods of solving problems, such as means-ends analyses and algorithms or heuristics
3. can apply the above techniques to children's learning problems

E. Gestalt Theories
1. understands theories which view learning wholistically and can analyze
1.1 discovery learning
1.2 perceptual arousal
1.3 creative or original responses
2. can describe several methods or types of learning
2.1 insight problems
2.2 search problems
2.3 functional fixedness

F. Theories of Intelligence
1. understands Q factor theory intelligence, "g" and special abilities
2. understands the Guilford factor-analytic models of intelligence
3. can explain differences in behavior of learners using these two theories

II. Assessment
A. Formal
1. can administer and interpret standardized tests of intelligence
2. can interpret results of intelligence tests administered by other personnel

B. Informal
1. can devise tasks which reveal children's skills at problem solving, inferential thinking, and concept development

III. Instruction
A. General
1. can incorporate information regarding cognitive development into general instructional programming
2. can teach conceptual skills such as: deductive and inductive reasoning, problem solving skills, inferential reasoning, logical thought, categorization and classification skills

Behavioral Management

I. General Knowledge
The teacher:
1. understands general theoretical positions related to
1.1 theories of learning
1.2 theories of personality and psychopathology
1.3 child development (normal and atypical)
2. understands the relationship between academic and social/emotional expectations and classroom behavior problems
3. understands varied approaches to altering behavior

II. Assessment
1. can define target behaviors
2. can apply knowledge of normal and atypical development to behavioral assessment
3. can obtain general and specific information by interpreting students' permanent records
4. can obtain general and specific information through observation
5. can use observational techniques such as
5.1 automatic recording
5.2 analysis of permanent products
5.3 observational recording, e.g., anecdotal recording, event recording, time sampling

6. can obtain information through interviewing techniques
7. can obtain general and specific information through the use of behavioral checklists and inventories
8. can devise and use a teacher made behavioral checklist
9. can obtain general and specific information through interactional analysis
10. can use and interpret interactional techniques such as sociometrics, Dyadic Interaction Analysis, and ecological assessment
11. can obtain general and specific information by analyzing the physical environment
12. can obtain general information through the use of standardized tests
13. can obtain general information from reports of testing and observations, written by ancillary professional personnel
14. can utilize assessment information obtained from personality measures
15. can record behavioral information in an accurate, systematic manner
16. can identify patterns in the environment by noting specific behaviors, antecedent events and consequences
17. can organize behavioral information into testable hypotheses
18. can accurately report behavioral information in a written report
19. can identify those behavioral problems which can be managed within the classroom and those that should be referred to ancillary professionals

III. Intervention Strategies
1. can use remedial instruction procedures to modify behavior
2. can apply behavior modification programs appropriately
3. can counsel children with emotional problems
4. can apply melieu therapy techniques in immediate classroom situations and over extended period of time
5. can apply rational/cognitive therapeutic strategies
6. understands and can apply projective and media oriented therapies such as art, music, and play therapies, puppetry, and role playing
7. can plan cooperatively with professionals trained in implementing various therapies
8. can use effective curricular materials

Counseling and Consulting

I. Consulting with Teachers and Administrators
The teacher
1. must have knowledge about working with exceptional children in school settings involving handicapped and non-handicapped students
2. is able to establish lines of communication with regular educators and school administrators
3. is able to establish and maintain rapport with teachers and principals in order that s/he can exert influence and consequently function as a change agent on behalf of handicapped students
4. is able to determine the philosophy of a school relative to management, administrative policies and operational procedures, and be capable of maintaining behavior which is consistent with such policies and procedures
5. is able to effectively utilize resources and consulting skills to complete consultation tasks with teachers and/or principals
6. can employ effective interviewing skills
7. can determine needed and available human and non-human resources at the building and district level applicable to staff development activities
8. can provide interpretation for teachers pertaining to research, evaluative reports and ongoing programs of learning disabled students
9. can detect instructional problems being encountered by teachers and students
10. can employ varied staff development techniques, e.g., schedule individual conferences, demonstrate teaching skills, arrange for teachers to visit other classrooms, disseminate information
11. can interpret expressed and observed staff needs to appropriate administrators
12. can provide regular educators with useful information about mainstreamed learning disabled children

13. can provide regular educators with usable and realistic teaching suggestions for mainstreamed learning disabled children
14. can use tact and courtesy in reorganizing and overcoming regular educator's resistances to programming for exceptional children

II. Consulting and Counseling with Parents
The teacher:
1. can establish and maintain rapport with parents
2. can develop and maintain channels of communication with parents with regard to their child's social, physical and academic progress
3. can effectively conduct parent conferences
4. can develop and supervise instructional and/or management programs using parents as intervention agents
5. can plan and conduct effective and efficient parent meetings
6. can understand and follow proper due process proceedings with regard to assessment, placement and programming for a student
7. can involve parents in a meaningful way in the development of the student's Individualized Education Program
8. can assist parents in developing realistic expectations for their child and/or adolescent in academic and occupational areas
9. can direct parents to community and governmental agencies, volunteer and non-profit groups and parent organizations which provide supportive services to learning disabled students

III. Consulting and Counseling with Children
1. can establish and maintain rapport with children
2. can involve children in educational decision making
3. can act as child advocate and insure each child's optimal education in a least restrictive environment
4. can use counseling techniques to help children overcome specific problems in the classroom

Career/Vocational Education

I. General Knowledge
A. Knowledge of Individual Characteristics
The teacher:
1. is aware that each individual has unique patterns of abilities and limitations which affect career/vocational decisions
2. is aware that each individual has unique attitudes, interests and values which affect career/vocational decisions

B. Knowledge of Career and Occupation Opportunities
1. has comprehensive knowledge of a wide variety of occupational families
2. knows the abilities required in specific vocations or occupational families
3. knows the baseline interpersonal and functional skills which are required for vocational success
4. has a reasonable understanding of the technological, economic and social forces which influence current and future employment opportunities
5. can relate knowledge of specific vocation requirements to each individual's abilities, interests, and values
6. is familiar with resources which provide current information about career opportunity
7. is familiar with resources which provide students with direct experience in various vocations
8. is familiar with the content covered on the General Education Development Test

II. Assessment
1. can administer and interpret standardized vocational/career interest and aptitude tests
2. can make informal assessments of vocational/career interests through observation and interview skills
3. can coordinate information obtained through a comprehensive assessment of intellectual, scholastic, physical and social abilities with interests and attitude surveys to develop realistic vocational options for each child

III. Instruction

1. will provide information pertaining to a variety of career opportunities
2. will provide opportunities for students to make onsite observations of various occupations
3. will relate career/vocational instruction to child's physical, mental, social and scholastic level of development
4. will encourage group exploration and discussion of various career/vocational opportunities
5. will counsel individuals to help them make realistic vocational decisions based on their abilities and interests
6. will help students understand and develop the specific skills necessary for career entry, e.g., typing, filing
7. will teach practical job securing skills when necessary, e.g., interview behavior, completion of job application forms
8. will teach self-help skills which affect employment opportunities, e.g., grooming, appropriate dress, use of handkerchief instead of sleeve
9. will teach daily living skills which affect career decisions, e.g., budgeting of money, best use of time, importance of rest and nutrition
10. will teach family management skills, e.g., family planning and child rearing, food selection and preparation, purchasing decisions
11. will provide opportunities to practice cooperative interaction with others in simulated or real work situations
12. will provide opportunities for the development of effective leadership skills
13. will relate successful employment to acceptance of responsibility for own behavior
14. will relate successful employment to feelings of personal satisfaction about accomplishments
15. will help students develop the skills needed to pass the General Educational Development Test

Education Operations

I. Assessment

The teacher:

1. is able to establish rapport during assessment
2. has knowledge of normal and atypical developmental patterns and can relate this knowledge to assessment
3. can determine the nature of the information to be supplied by assessment
4. can assess students' interest areas, motivational levels and responsibilities to particular avenues of instruction
5. understands the concepts of reliability and validity and can identify these items in instruments
6. can select appropriate tests and measures in each instructional area after weighing the purpose of the assessment, information provided in test manuals, and evaluation and research data provided in the literature
7. can devise informal devices when formal instruments are not available or appropriate
8. can develop a scope and sequence of specific academic and/or social skills
9. can task analyze behaviors and skills
10. can logically sequence an assessment battery for maximum effectiveness and efficiency
11. can modify assessment devices and procedures as necessary
12. can organize testable hypotheses from assessment results
13. can present a written report of assessment results
14. can conduct on-going formative evaluations to effect appropriate changes, goals, and objectives for students in teaching methods and/or in instructional materials

II. Materials

The teacher:

1. can determine student needs to be met by curricula
2. can use resources such as computer retrieval systems to locate and secure commercial programs and materials
3. can perform static evaluations of curricular materials
4. can select commercial materials whose objectives match the students' diagnosed needs

5. can select the appropriate content and/or level of material to meet students' diagnosed needs
6. can determine areas of materials and other resources which require adaptation and revision
7. can produce own material when necessary
8. can design and/or select devices appropriate for dynamic (or process) evaluation of material effectiveness
9. can communicate the results of materials efficacy studies

III. Audio/Visual
1. can identify and select A/V media appropriate for stated instructional objectives
2. can operate various media equipment, e.g., filmstrip projector, dry-mount press

IV. Environment
1. can identify variables which influence learning in the school and classroom environment
2. can arrange the school environment to maximize teaching efforts and enhance learning, e.g., seating arrangements, interest centers
3. can select the educational placement which best meets each child's specific needs

V. Instruction
1. can plan and implement a sequential remedial program for a student
2. can establish long and short term goals in each academic area
3. can write behavioral objectives for each goal
4. can plan and sequence activities which will accomplish each objective
5. can teach skills by following a planned sequence of activities
6. can develop lesson plans using various formats
7. can secure appropriate instructional materials for the planned activities
8. can develop a scope and sequence in each academic area i.e., spelling, written expression, etc.
9. can manage each student's individualized education plan to assure appropriate progress, goal achievement, etc.
10. can plan integrated programs with regular educators for mainstreamed students
11. can incorporate both formative and summative evaluation into the diagnostic teaching process
12. can incorporate multidisciplinary data into instructional programming
13. can formulate recommendations to maximize the student's education in the regular class setting
14. can deliver an individualized education program on a tutorial one-to-one basis as well as in a group setting
15. can make constructive use of teacher aides and volunteer assistants in planning and implementing instructional programs

VI. Research
1. can critically evaluate research data presented in journals and other publications
2. can plan and implement research projects
3. can report research reslts in publications or oral presentations

Historical-Theoretical Perspectives

I. History of Learning Disabilities
The teacher:
1. can identify early contributors to the field of Learning Disabilities
2. can trace the historical development of the field of Learning Disabilities
3. can explain various philosophical positions that have influenced thinking in the field of Learning Disabilities
4. can explain the major court decisions that have impacted the field of Learning Disabilities
5. can explain federal legislation that has had an effect on the field of Learning Disabilities
6. can explain state legislation pertaining to Learning Disabilities

II. Program Models
1. can explain pertinent program models employed in delivering services to learning disabled children
2. can explain various roles that Learning Disability personnel can have
3. can explain various instructional arrangements used with Learning Disabled children

III. Professional Organizations
   1. is aware of various professional organizations in Learning Disabilities
   2. belongs to and participates in the structure and organization of professional organizations in Learning Disabilities

Role of the Teacher of Specific Learning Disabilities.

The learning disabilities teacher has several roles. The major role of the learning disabilities teacher is to provide direct instruction to children identified as having specific learning disabilities. Other roles include implementing and evaluating an IEP for each student, communicating with parents, regular teachers, administrators who are involved with learning disabled students, assisting counselors in scheduling, assisting regular teachers in modifying or adapting the course work for learning disabled students, observing, assessing and evaluating new referrals as a member of the learning disabilities evaluation team and serving on the placement team to develop the IEP and determine placement of students. It is important that an individual job description be developed for each position. The learning disabilities teacher must be aware of his or her exact duties and responsibilities. The roles of the principal and special education director in relation to the learning disabilities teacher need to be explicit. **Because a learning disabilities teacher must serve in many capacities, he or she must be given enough time to perform each role adequately.** The teacher cannot instruct youngsters for five full days per week. In order to fulfill his or her role as evaluator, observer and placement committee member, the learning disabilities teacher must have some release time from teaching responsibilities. Time for conferring with regular class teachers who instruct learning disabled students and time for observing assigned students in their regular class setting must be allocated. There are several ways to provide the time required. The teacher may be assigned to teach four days per week and to use the fifth day for observing, evaluating and conferring. Due to school activities experience has shown that Tuesday, Wednesday and Thursday are better days for performing non-teaching duties. Another method of handling the scheduling is to have a half day per week set aside. In the case of itinerant teachers the half day might be alternated between the schools. Some systems have tried rotating two free periods per week at the secondary level. The students can be assigned to the library in this period which only occurs every three weeks. There may be other ways to deal with the scheduling; however, it is clear that some time must be given to the learning disabilities teacher in order to accomplish the other job responsibilities. If for any reason the time alloted is not required, the teacher should teach children during that time period. The special education teacher and the resource room teacher in particular may be viewed by some faculty members as having very few students, duties and responsibilities. The attitude of the administration and faculty will to a great extent be dependent upon the manner in which public relations are handled. Learning disabilities teachers should be aware both formal and informal communication can help or hinder the acceptance of the program. While professional competence is very important, the goodwill of the faculty is of equal importance. The learning disabilities teacher should inquire as to who are his or her immediate supervisors in order to follow the appropriate chain of command.

Specific functions of the learning disabilities teacher may include

serving on the screening evaluation and placement committees.

sharing responsibility for developing the learning disabilities written report.

participating as a member of the team developing the IEP.

performing all school duties (bus duty, lunch duty, etc.) performed by other faculty members unless he or she is an itinerant teacher

always remembering that he or she is a member of a team working to aid the special student and not an expert to take over the child's instruction.

acting as a department member with other special education teachers in the same school or district.

acting as an advocate for exceptional children within the school.

being responsible for an ongoing assessment of all learning disabled students in the program and maintaining all required record and data forms, including IEP's.

planning with counselors and regular teachers for needed curriculum/scheduling modifications and monitoring graduation requirements for any seniors enrolled in the program.

working with ancillary and support personnel (vocational education, etc.) to coordinate services to learning disabled students.

coordinating instruction in the resource room to complement or supplement regular classroom instruction, because it should never conflict.

planning or making instructional materials for classroom teachers to use to accommodate learning disabled students.
seeing approximately four to six groups daily in a resource room, serving some students in the resource room, some in regular classroom, some in both places. Groups range from one to usually no more than four.
conferring and planning regularly with the classroom teacher concerning curriculum, management, scheduling, homework, grades.
doing demonstration teaching or assisting in the regular classroom when appropriate.
conducting in-service for the faculty about learning disabilities and other topics as requested.
having the ability to make appropriate matches between instructional materials and the stated objectives of the IEP of a student.
being able to communicate effectively with parents.

One way to demonstrate the variety of responsibilities that a learning disabilities teacher has is for him or her to complete a weekly activities log sheet. The sheet can serve as a record for the teacher's own purposes and provide an accountability check for the administration. For a sample log sheet see Appendix G.

Communicating with school personnel

To provide the best possible services to the school and the students, the learning disabilities teacher must be knowledgeable about the special and regular programs in the building and system and have a cooperative working relationship with the staff and administration. Cooperation should be fostered daily in formal and informal settings. The learning disabilities teacher, students and program should not function in isolation. by judicious selection of mutal planning time the learning disabilities teacher may be able to build relationships with a variety of teachers in the building. With the advent of IEP's joint planning has become more common. The Related Vocational Instruction (RVI) Program which has been initiated in Georgia to provide job-entry-level skills in broad or specific occupational clusters requires cooperation among regular, special and vocational educators. The RVI instructor is to work with vocational educators to identify vocational aspects of a student's IEP. In schools in which other special education teachers are located, particularly teachers of the educable mentally retarded and behavior disordered, it may be more productive to coordinate programs. Team teaching, sharing materials, joint planning and sharing facilities may be very beneficial. It is important that the learning disabilities teacher realize that mainstreaming and the resource delivery model have greatly altered the role of regular class teachers. The learning disabilities teacher should work very closely with faculty members. In-service should be conducted to demonstrate and explain materials and techniques of dealing with general problems these students present in regular classes. Materials which are available on the school, district or through materials centers should be made available to regular educators. The learning disabilities teacher may suggest particular materials or modifications of materials or curriculum for specific students.

The following are suggestions for regular teachers which were developed as a part of South Carolina's Child Service Demonstration Center funded under Title VI-G from the Bureau of Education for the Handicapped.

1. Adjust type, difficulty, amount of sequence of material required for LD students by
   a. giving them a lesser amount than the rest of the class; i.e., fewer math problems, fewer pages to read, etc.
   b. breaking their assignments down into very short tasks. Many of these children do well if they are provided with short assignments followed by immediate feedback. If the LD student concentrates well for three minutes, provide him with a series of three minute tasks with a break between each. If he can do only one math problem correctly, give him one only; and after he has succeeded at that for several days, increase the number to two and so on. If he does only the first one or two questions on a page correctly, it may be that his attention is caught by all the material on the page and he would do better with a series of individual questions, each on its own page. A classmate or older student should be able to prepare this for the LD child.
   c. giving them only one (or few) questions at a time during testing.
   d. including in their assignments only that material which is absolutely necessary for them to learn.
   e. checking or underlining for them textbook passages which contain the most important facts — using markers to tell them where to start or stop an assignment.
   f. giving them specific questions to guide their reading and, if necessary, showing them the exact paragraphs where information can be found.

g. establishing only a few modest goals for LD students. Develop with them the ways you will attempt to reach those goals, the things they will have to do.
h. making certain the student's desk is free from all material except what he is working with.
i. taking up the student's work as soon as it's completed.
j. keeping the number of practice items on any skill to a minimum.
k. changing activities before the student's attention is gone; watching for early signs of attention loss.
l. giving students several alternatives in both obtaining and reporting information — tapes, interviews, reading, experience, making something, etc.
m. having frequent, even if short, one-to-one conferences with students; helping them to restate what they are responsible for and assessing their progress toward completion of work.

2. Adjust space for the LD child by
   a. permitting him to do his work in a quiet uncrowded corner of the room or even in the hall outside the room if he chooses to. However, do not isolate him against his will.
   b. placing him close to the teacher for more immediate help when he needs it.
   c. placing him next to a student who can help him when needed.
   d. separating him from students who are most likely to distract him.
   e. letting him choose the area of the room where he can concentrate best.
3. Adjust work time for the LD student by
   a. giving him a longer time than other class members to complete assignments.
   b. letting him work at reading and writing assignments for short periods of time, perhaps just ten or fifteen minutes depending on his ability to concentrate, followed by other types of activities for short periods of time.
   c. setting up a specific schedule for LD students so that they know what to expect; being physically close to them if you have to change or vary their routine.
   d. keeping work periods short; gradually lengthening them as the student begins to cope.
   e. alternating quiet and active time; having short periods of each; making movement as purposeful as possible.
4. Adjust grouping for the LD student by
   a. matching LD student with a peer helper who can help him by
      1. making certain he understands directions of assignments.
      2. reading important directions and essential material to him.
      3. drilling him orally on what he needs to know; i.e., multiplication tables, state capitals, parts of speech, etc.
      4. summarizing orally important textbook passages for him.
      5. writing down answers to tests and assignments for him.
      6. working with him in a joint assignment.
      7. criticizing his work for him, making suggestions for improvement.
   b. formulate a small work group of three or four students, including one LD student. Hold all members of the group responsible for making certain that each group member completes assignments successfully.
5. Adjust presentation and evaluation modes for students.

   Some of us learn better by seeing, some by listening, some by feeling, and some by a combination of approaches. Some children reinforce their weaker sensory channel by utilizing a multisensory approach, whereas others are overloaded by this system and do better if they learn through their most functional sensory system. Find out how your LD student learns best.
   a. If he is primarily an auditory learner, adjust mode of presentation for him by
      1. giving verbal as well as written directions in assignments.
      2. taping important reading material for students to listen to as they read a passage. Tape only essential information. Keep it short! Teacher or another student might do the taping.
      3. putting assignment directions on tape so that students can replay them when needed.
      4. giving students oral rather than written tests. Teacher or another student can do this.
      5. having students drill on essential information using tape recorder, reciting information into recorder and playing it back.
      6. using published audio tapes with students.
      7. having students drill aloud to themselves or to another student.
      8. dictating information to a recorder (another student) or into a tape recorder.

9. having another student read important information to LD students.
10. having students read important information aloud to themselves or to another student.
11. having students re-auditorize silently, vocalizing material inside their heads.
12. having students repeat words aloud (or silently) while writing them down on paper to keep from leaving out words or phrases.
13. having student close his eyes and try to hear words or information, repeating to himself in order to block out distractions.

b. If he is primarily a visual learner, adjust mode of presentation for him by
1. having students use flash cards printed in bold, bright colors.
2. having students close their eyes and try to visualize words or information in their heads, see things in their minds.
3. providing visual clues on chalkboard for all verbal directions.
4. having students write down notes and memos to themselves concerning important words, concepts, ideas.

• Communicating with parents

Communicating with parents is vital to the success of learning disabilities students. Parent-teacher conferences are the most viable method of communicating. A conference should have a positive beginning and ending. It is important to attempt to make the parent(s) comfortable. The advent of the IEP has in many cases brought the concerned people together to work cooperatively to plan how to best serve the child's needs. A better understanding is possible if the parent has been involved during the entire process. All the information pertaining to the child and his current functioning is discussed. The learning disabilities program should be fully explained. Parental support and participation greatly affect the success of the program.

If a parent is unable or unwilling to attend a conference, telephone calls, and notes should be used and documented. It may be that the parent will begin to attend conferences at the school once contact has been made. Another way of helping a parent is to suggest that he or she contact the state or local chapter of the Association for Children with Learning Disabilities for information about activities. It may be beneficial for future planning to obtain feedback from parents. In Appendix J is a sample parent questionnaire which may serve as an aid to determine the current feeling of parents regarding the program. In discussing problems that parents of learning disabled students encounter, the following list is suggested as sources.

Becker, W., and J. Becker. *Successful Parenthood*. Chicago: Follett, 1974.

Brutten, Milton, Sylvia O. Richardson and Charles Mangel. *Something's Wrong with My Child: A Parents' Book About Children with Learning Disabilities*. New York: Harcourt Brace Jovanovich, 1973.

D'Antoni, Alice C., Minifie, Darrel G., and Minifie, Elsie K. *A Parent's Guide to Learning Disabilities*. Atlanta: The Continental Press, Inc., 1978.

Cruickshank, William M. *The Brain-Injured Child in Home, School and Community*. Syracuse, N.Y.: Syracuse University Press, 1967.

Hart, Jane, and Beverly Jones. *Where's Hannah? A Handbook for Parents and Teachers of Learning Disorders*. New York: Hart, 1968.

Kronick, Doreen, ed. *They Too Can Succeed: A Practical Guide for Parents Learning Disabled Children*. San Rafael, Calif.: Academic Therapy Publications, 1969.

Levy, Harold B. *Square Pegs, Round Holes*. Boston: Little, Brown, 1973.

Miller, Julano. *Helping Your L.D. Child at Home*. San Rafael, Calif.: Academic Therapy Publications, 1973.

Siegel, Ernest *Helping the Brain-Injured Child: A Handbook for Parents*. Boston: Little, Brown and Company, 1976.

Weiss, Helen Ginandes and Martin S Wiess. *Home is a Learning Place*. Boston: Little, Brown and Company, 1976.

- **In-service**

In-service for other faculty and staff based upon the expressed needs and concerns of potential participants should be an integral part of the program plan for specific learning disabilities. A tentative annual schedule should be planned well in advance. In planning the in-service program one should carefully consider the target audience, the speakers, the location of the sessions, the number and length of the sessions and the specific dates. Such planning must be predicated on the support of administrative and supervisory personnel. When a new program is initiated or when new personnel are involved, general information should be included in the in-service program. Learning disabilities need to be explained and basic related research shared. It is essential that the philosophy, policies and procedures regulating learning disabilities in the school system be clarified. The screening and due process procedures including the evaluation team and written report should be thoroughly outlined. The roles and responsibilities of all personnel related to the IEP should be delineated.

Teachers need to be made aware of the resources available within the school system including materials and equipment. The learning disabilities teachers who are responsible for the program, particularly a new program, will need continuous support and training throughout the year. Some topics relevant to their needs which might be incorporated into a staff development program would include

assessment techniques
diagnostic tools, measurement devices - informal and formal
instructional materials and strategies
classroom organizational systems
post high school services and programs
prevocational and vocational training for LD students
behavior management techniques
social adjustment - coping skills, basic life skills
study skills - e.g., term paper, speed reading, library skills
system procedures for placement, referrals, scheduling, team responsibilities, operations
training and use of paraprofessionals with learning disabled students
communication with parents and other teachers
effective public relations - internal and external
state and federal guidelines
alternative curricula
coordination with other programs and services (Right to Read, RVI, Vocational Education, GLRS, etc.)
remedial teaching of content material
programs available to college-bound LD students
individual learning stations
peer tutoring
prescriptive teaching
developing appropriate tests for the regular class subject areas
recruiting and using volunteers and aides

- **Facilities**

The following guidelines for facilities are found in the *Regulations and Procedures*, pp. 21-22.

The school system will provide a classroom of suitable size in a distraction-free area, as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served.

For a self-contained or diagnostic class, the standard size (750 sq. ft.) is suitable.

For a resource program, the room should be at least 350 square feet or larger, depending upon the number of children being served at any one time, the kind and amount of furniture and equipment required and the necessity for storage capabilities.

For children with special physical needs, the classroom should be easily accessible to an outside entrance, the school cafeteria, library and office and should have its own restroom facilities, or they should be provided immediately adjacent to the special classroom. Such classes should be in schools which meet Standards for Public Schools of Georgia.

Instructional space for exceptional children shall comply with the above State Standards. Adequate storage and shelving should be provided. It is strongly recommended that mobile or portable classrooms be used only when regular education classes are also housed within such classrooms. New construction, renovation and consolidation of facilities should be undertaken only with the approval of the School Plant Unit, Georgia Department of Education.

The space assigned to a learning disabilities program should be in a permanent instructional setting. A resource room should be large enough to allow for one-to-one instruction, small group instruction and individual study areas. Independent study areas should be created by using carrels and student desks or partitioned by movable chalkboards, bookcases and file cabinets. Major activity centers with appropriate materials stored nearby may be set up for reading, math, independent study skills and media in both resource and self-contained classrooms. An itinerant teacher may be able to share space with another itinerant teacher. In such cases, it is important that sufficient space be available to leave major materials and equipment set up. If this space is not available, the schedule should permit sufficient time for the itinerant teacher to have his or her materials ready before students arrive and allow time for the materials to be stored.

Chapter V
Instructional Program

Direct Service Objectives

The objectives of programs for the learning disabled are the same as objectives for regular students. Students receive instruction on their levels to work toward independence. This objective includes social and academic and finally economic independence. These objectives may be reached with varying degrees of competence. The educational environment, methods and materials, may need to be modified to permit success.

The instructional program for a learning disabled student is determined by the content of his or her Individualized Education Program (IEP). Specific long- and short-term goals are developed to meet the student's particular needs. Depending upon the student, related services may be necessary. The amount of time a student needs to receive special services is directly related to his or her current levels of functioning and his or her needs.

Professional Resources

• Resource Materials for Teachers

Alley, G. and Deshler, D. *Teaching the Learning Disabled Adolescent: Strategies and Methods*. Denver: Love, 1979.

A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities. Published by Partners in Publishing Company, P.O. Box 50347, Tulsa, OK 74150.

Anderson, Camilla. *Jan, My Brain-damaged Daughter*. Portland, Oregon: Durham Press, 1963. Story of a psychiatrist's daughter, her unusually severe health and learning problems, her problems relating to others, overreactions and frustrations.

Anderson, L.E. *Helping the Adolescent with a Hidden Handicap*. San Rafael, CA: Academic Therapy Publications, 1970.

Banas, Norma and Willis, I.H. *Success Begins with Understanding*. San Rafael, CA: Academic Therapy Publications, 1972. A guide to prescriptive teaching programs illustrated with the Wechsler Intelligence Scale for Children and the Detroit Test of Learning Aptitude.

Benton, A. L. and Pearl, D. *Dyslexia: An Appraisal of Current Knowledge*. New York: Oxford University Press, 1978.

Brutten, Milton; Richardson, Sylvia; and Mangel, Charles. *Something's Wrong with My Child*. New York: Harcourt Brace Jovanovich, 1973. For parents, about children with learning disabilities; mentions the social problems stemming from learning disabilities.

Bush, Wilma Jo and Waugh, Kenneth W. *Diagnosing Learning Disabilities*. 2nd ed. Columbus, OH: Charles E. Merrill, 1976. Excellent introduction to diagnosis.

Clements, Sam D. *Some Aspects of the Characteristics, Management and Education of the Child with Learning Disabilities (Minimal Brain Dysfunctions)*. 2nd. ed. Little Rock, AR: Arkansas Association for Children with Learning Disabilities, 1969.

Closer Look. National Information Center for the Handicapped, Box 1492, Washington, D.C. 20013.

College Board Admissions Testing Program for Handicapped Students. ATP for Handicapped Students, College Entrance Examination Board, Box 592, Princeton, NJ 08541.

The College Guide for Students with Disabilities. Abt Publications, 55 Wheeler Street, Cambridge, MA 02138.

College "Helps" Newsletter. Partners in Publishing, Box 50347, Tulsa, OK 74150.

Consolia, Sister Mary. *Syllabus and Teachers' Handbook in Language Arts Instruction for the Learning Disabled Child*. La Grange, GA: La Grange City School System, 1976.

Critchley, Macdonald. *The Dyslexic Child*. London: William Heinemann Medical Books, Ltd., 1969.

Crosby, R.M.N. *The Waysiders*. New York: Delacorte Press, 1968. Excellent for the lay reader, describing problems of learning disabled children. Crosby is a neurologist and is excellent on diagnosis, not remediation.

Cruickshank, William M. *A Teaching Method for Brain-injured and Hyperactive Children*. New York: Syracuse University Press, 1965. Classic text. One of the first, most helpful, descriptive books.

Ellingson, Careth. *The Shadow Children*. Chicago: Professional Press, 1967. A good beginning for lay reader. Describes learning disabled children and reviews their problems.

Frierson, E.D. and Barbe, W.B., eds. *Educating Children with Learning Disabilities*. New York: Appleton-Century-Crofts, 1967. Comprehensive textbook including articles by Clements, Strauss, Myklebust, Eisenberg and others.

Gearheart, William R. *Learning Disabilities: Educational Strategies*, 2nd. ed. St. Louis: C. V. Mosby Co., 1977. *Teaching the Learning Disabled*. St. Louis: C. V. Mosby Co., 1976.

Goodman, Libby and Mann, Lester. *Learning Disabilities in the Secondary School*. New York: Grune & Stratton, 1976.

Gordon, Sol. *Living Fully: A Guide for Young People with a Handicap, Their Parents, Their Teachers and Professionals*. New York: John Day Publishing Co., 1975.

Hammill, Donald and Bartel, Nettie. *Teaching Children with Learning and Behavior Problems*, 2nd. ed. Boston: Allyn & Bacon, 1978. A good handbook for teachers of learning disabled children.

Johnson, Doris and Mykelbust, Helmer. *Learning Disabilities: Educational Principles and Practices*. New York: Grune & Stratton, 1967.

Jones, Beverly and Hart, Jane. *Where's Hannah? A Handbook for Parents and Teachers of Children with Learning Disorders*. New York: Hart Publishing Co., 1968.

Kephart, Newell. *The Slow Learner in the Classroom*. Columbus, OH: Charles E. Merrill, 1960. Classic textbook.

Kronick, Doreen. *A Word or Two About Learning Disabilities*. San Rafael, CA: Academic Therapy Publications, 1973. Social-psychological implications of learning disabilities for child and family. Discusses the socialization process, the family in the community and the recreation and camping for learning disabled children.

What About Me? The LD Adolescent. San Rafael, CA: Academic Therapy Publications.

Learning Disabilities Guide. Croft Nei Publications, 24 Rope Ferry Road, Waterford, Conn. 06386.

Ed. *Learning Disabilities: Its Implication to A Responsible Society*. Chicago: Developmental Learning Materials, 1969. A fine, broad view of learning disabilities for laymen and professionals with an outstanding chapter by Sol Gordon on the psychological problems of adolescents and a comprehensive look at learning problems associated with time-space.

Lerner, Janet W. *Children with Learning Disabilities: Theories, Diagnosis and Teaching Strategies*, 2nd. ed. Boston: Houghton Mifflin, 1976. Excellent presentation of theoretical approaches to learning disabilities: sensory-motor, perceptual-linguistic-cognitive; also stresses role of maturation.

Lewis, Richard S. *The Other Child Grows Up*. New York: Times Books, 1977.

Lewis, Richard S., Strauss, Alfred A. and Lehtinen, Laura E. *The Other Child: The Brain-injured Child*. New York: Grune & Stratton, 1969. Outstanding book for laymen details some of the conceptual confusions of learning disabled youngsters and describes fully their learning problems.

Mann, Goodman and Weiderholt. *Teaching the Learning Disabled Adolescent*. Boston: Houghton Mifflin, 1978.

Mann, Philip H. and Suiter, Patricia. *Handbook in Diagnostic Teaching*. Boston: Allyn and Bacon, Inc., 1974.

Lowenbraun, S. and Affleck, J. Q. *Teaching Mildly Handicapped Children in Regular Classes*. Columbus, OH: Charles E. Merrill, 1976.

McCarthy, James and McCarthy Joan. *Learning Disabilities*. Boston: Allyn & Bacon, 1969. A good guide for understanding the broader field of learning disabilities.

Money, John. *The Disabled Reader-Education for the Dyslexic Child*. Baltimore: Johns Hopkins Press, 1966. A comprehensive look at reading disorders, the last section details specific remedial techniques.

Moriarty, Alice E. and Toussring, Povl W. *Adolescent Coping*. New York: Grune and Stratton, Inc.

Myklebust, Helmer R., ed. *Progress in Learning Disabilities*. 3 vols. New York: Grune and Stratton, 1968, 1971. An indepth exploration of learning disabilities, including neurological foundations, diagnostic approaches and early childhood education.

Orton, Samuel Torrey. *Reading, Writing and Speech Problems in Children*. New York: W. W. Norton, 1937. One of the earliest books in the field.

Salvia, J. and Ysseldyke, J.E. *Assessment in Special and Remedial Education*. Boston: Houghton-Mifflin, 1978. This comprehensive analysis of a number of tests culminates in a presentation on how to meaningfully interpret and communicate the results of an assessment. Particular emphasis is placed on the determination of reliable differences and patterns of test results.

Sattler, J. *Assessment of Children's Intelligence*. Revised reprint. Philadelphia, Pa.: W. B. Saunders Co., 1974. This well-known test on intelligence testing includes detailed instructions on compiling and reporting assessment information.

Sharp, F. A. *These Kids Don't Count*. San Rafael, CA: Academic Therapy Publications, 1971.

Siegel, Ernest. *The Exceptional Child Grows Up*. New York: E. P. Dutton, 1974. Outstanding book gives guidelines for understanding and helping the brain-injured adolescent and young adult.

Siegel. *Helping the Brain-injured Child*. New York: Association for Brain Injured Children, 1962. Outstanding book for the lay reader and the professional giving very concrete aids and practical advice on helping the children educationally and behaviorally.

Siegel, Rita and Siegel, Paul. *Help for the Lonely Child*. New York: E. P. Dutton, 1978.

Simpson, Eileen. *Reversal A Personal Account of Victory over Dyslexia*. Boston: Houghton Mifflin, 1979.

Smith, Sally L. *No Easy Answers - The Learning Disabled Child*. Washington, D.C.: National Institute for Mental Health, 1978. Introduction to the world of the learning disabled youngsters for a lay audience.

Stock, Claudette. *Minimal Brain Dysfunction Child: Some Clinical Manifestations, Definitions, Descriptions, and Remediation Approaches*. Boulder, Col.: Pruett Press, 1969. Excellent concrete descriptions of learning and behavior problems of learning disabled children and remedial procedures.

Turbull, Ann T., Strickland, Bonnie B. and Brantley, John C. *Developing and Implementing Individualized Education Programs*. Columbus, OH: Charles E. Merrill, 1978.

U. S. Department of Health, Education and Welfare. *Learning Disabilities Due to Minimal Brain Dysfunction*. Publication 1646. Washington, D.C.: Government Printing Office, 1977. Pamphlet clearly describes problems of the learning disabled. Available for forty-five cents from the Superintendent of Documents at the GPO.

Vallett, Robert D. *Remediation on Learning Disabilities*. Belmont, CA: Fearon Publications, 1967. Looseleaf notebook of activities for teachers.

Wallace, G. and Larsen, S.C. *Educational Assessment of Learning Problems: Testing for Teaching*. Boston: Allyn and Bacon, 1978.

Weiderholt, J.L., Hammill, D.D. and Brown, V. *The Resource Teacher: A Guide to Effective Practices*. Boston: Allyn and Bacon, 1978.

Weiss, Helen and Weiss, Martin. *Home is a Learning Place: A Parent's Guide to Learning Disabilities*. Boston: Little, Brown, 1976.

Weiss, Helen and Weiss, Martin. *A Survival Manual, Case Studies and Suggestions for the Learning Disabled Teenagers*. Great Barrington, Mass.: Treehouse Association.

Wender, Paul H. *The Hyperactive Child*. New York: Crown Publishers, 1973. An excellent introduction for parents.

Wender. *Minimal Brain Dysfunction in Children*. New York: John Wiley and Sons, 1971. Discussion of causes of minimal brain dysfunction covers medical and biochemical aspects, includes a good section on management and usefulness of medication for certain children.

Wiig, Elizabeth H. and Semel, Eleanor Messing. *Language Disabilities in Children and Adolescents*. Columbus, OH: Charles E. Merrill, 1976.

Young, Milton A. *Teaching Children with Special Needs: A Problem Solving Approach*. New York: John Day Company, 1967. Diagnostic teaching for learning disabled children.

• Professional Journals and Periodicals

Academic Therapy. 1539 Fourth St., San Rafael, CA 94901.

Elementary English. Official journal of the Elementary Section of the National Council of Teachers of English. 111 Kenyon Rd., Urbana, Ill. 61801.

Exceptional Children. Publication of the Council for Exceptional Children. 1920 Association Dr., Reston, Va. 22091.

The Exceptional Parent. P.O. Box 101, Boston, Mass. 02117.

Focus on Exceptional Children. 6635 E. Villanova Pl., Denver, Colo. 80222.

Journal of Learning Disabilities. 101 E. Ontario, Chicago, Ill. 60611.

Journal of Reading. Published for secondary teachers by the International Reading Association. 800 Barksdale Rd., Newark, Del. 19711.

The Journal of Special Education. 1115 5th Ave., New York, N.Y. 10003.

Language, Speech and Hearing Services in the Schools. A journal of the American Speech and Hearing Association. 9030 Old Georgetown Rd., Washington, D.C. 20014.

Learning Disability Quarterly. Publication of the Division for Children with Learning Disabilities. 1920 Association Dr., Reston, Va. 22091.

Reading Research Quarterly. Publication of the International Reading Association, devoted to complete research studies. 800 Barksdale Rd., Newark, Del. 19711.

The Reading Teacher. Publication of the International Reading Association. 800 Barksdale Rd., Newark, Del. 19711.

Teaching Exceptional Children. Publication of the Council for Exceptional Children. 1920 Association Dr., Reston, Va. 22091.

• Films and Filmstrips

It is wise for teachers to preview films prior to using them.

Adolescence and Learning Disabilities. Describes the tasks of adolescence and relates them to the learning-disabled adolescent. Color/sound, 40 minutes. Lawren Productions, Inc., P.O. Box 1542, Burlingame, Calif. 94010.

Bright Boy: Bad Scholar. Illustrates the diagnosis and treatment of children with learning disabilities. Sound/black and white, 28 minutes. Contemporary films, McGraw-Hill, 330 W. 42nd St., New York, N.Y. 10036.

If A Boy Can't Learn. Deals with a seventeen-year-old high school student with a learning disability. Sound/color, 28 minutes. Lawren Productions, Inc., P.O. Box 1542, Burlingame, Calif. 94010.

I'm Not Too Famous At It. Shows the importance of knowing what children can and cannot do and exhibits the many and varied behavioral problems associated with learning disabilities. Sound/black and white, 28 minutes. Contemporary Films, McGraw-Hill, 330 W. 42nd St., New York, N.Y. 10036.

I'm Really Trying. A segment of the "Marcus Welby, M.D." television show about a learning disabled boy. Sound/color, 52 minutes. ACLD, 220 Brownsville Rd., Pittsburgh, Pa. 15210.

The Learning Series. Four films showing graphic episodes of children attempting to cope with life tasks for which they are not ready. Sound/black and white, 28 minutes. Contemporary Films, McGraw-Hill, 330 W. 42nd St., New York, N.Y. 10036.

People You Would Like to Know. Series of films for early grades to help integrate handicapped children in the classrooms. Suitable for classroom and community use. To preview or purchase write Encyclopedia Britannica, Educational Corporation, 425 N. Michigan Ave., Chicago, Ill.

Public School Program for Learning Disabilities. Film of a self-contained classroom of young children with various neurological learning disorders. Sound/color, 16 minutes. Office of Educational Service Region of Cook County, 33 W. Grand Ave., Chicago, Ill., 60610.

The School Daze of the Learning Disability Child. Explores and explains the basic handicaps of the learning disabled child, how they create interpersonal problems at home and school and what might be done to overcome their effects. Film sound strip, two part, 45 minutes. Alpern Communications, 220 Gulph Hills Rd., Radnor, Pa. 19087.

A Walk in Another Pair of Shoes. Narrator Tennessee Ernie Ford explains to children some of the problems encountered by learning-disabled children. Sound/color filmstrip, 18½ minutes. CANHC Film Distribution, P.O. Box 1526, Vista, CA 92083.

Why Billy Couldn't Learn. Demonstrates problems, diagnosis and education of children with neurological handicaps. Sound/color, 40 minutes. California Association for Neurologically Handicapped Children, 6742 Will Rogers St., Los Angeles, CA 96405.

- **Approved Special Education Programs Currently Offered by Georgia Colleges and Universities November, 1979**

ALBANY STATE COLLEGE
Department of Psychology
504 College Dr.
Albany, Ga. 31705
(912) 439-4072

Undergraduate Level (T-4)
Mental Retardation

ARMSTRONG STATE COLLEGE
Department of Education
11935 Abercorn St.
Savannah, Ga.
(912) 927-5280

Graduate Level (T-5)
Emotionally Disturbed (Joint program with Savannah State College)

ATLANTA UNIVERSITY
Special Education Department
223 Chestnut St.
Atlanta, Ga. 30314
(404) 525-8234

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Interrelated
Behavior Disorders
Learning Disabilities

Post Master Level (T-6)
Interrelated
Mental Retardation (Educable)
Learning Disabilities

AUGUSTA COLLEGE
Special Education Department
Augusta, Ga. 30904
(404) 828-3601

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)
(Certification)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)

BRENAU COLLEGE
Division of Education and Graduate Study
Gainesville, Ga. 30501
(404) 532-4341, ext. 231 or 42

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Courses offered in
Behavior Disorders
Learning Disabilities
Physically Handicapped

Graduate Level (T-5)
Learning Disabilities

COLUMBUS COLLEGE
Special Education Department
Columbus, Ga. 31907
(404) 568-2251

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Learning Disabilities
Behavior Disorders
Gifted (certification)
Interrelated
Hospital/Homebound (certification)

EMORY UNIVERSITY
Graduate Program of Communicative Disorders
P.O. Box Drawer WW
Atlanta, Ga. 30322
(404) 329-7790

Graduate Level (T-5)
Audiology
Speech Impaired
Learning Disabilities

GEORGIA COLLEGE
School of Education
Milledgeville, Ga. 31061
(912) 453-4577

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Specific Learning Disabilities
Behavior Disorders
Gifted (certification)

GEORGIA SOUTHERN COLLEGE
Special Education Department
Statesboro, Ga. 30459
(912) 681-5596

Undergraduate Level (T-4)
Mental Retardation (Educable)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Learning Disabilities
Behavior Disorders

GEORGIA SOUTHWESTERN COLLEGE
Department of Education
Americus, Ga. 31709
(912) 928-1283

GEORGIA STATE UNIVERSITY
Department of Special Education
University Plaza
Atlanta, Ga. 30303
(404) 659-2543

Graduate Level (T-5)
Mildly Handicapped
Prevocational/Career Education
Behavior Disorders (certification)
Interrelated
Learning Disabilities (certification)
Visual Impairment
Deaf Education (Hearing Impaired)
Early Childhood
Speech Pathology
Hospital/Homebound (certification)
Gifted Education
Moderately/Severely Handicapped

Post Master Level - Ed.S. (T-6)
Education Specialist in
- Special Education Administration
- Mental Retardation
- Behavior Disorders
- Learning Disabilities
- Visually Impaired

Doctoral Level
Interrelated with specialization in
- Special Education Administration
- Mental Retardation
- Behavior Disorders
- Learning Disabilities
- Gifted Education
- Early Childhood Special Education

MERCER UNIVERSITY
Special Education
Macon, Ga. 31207
(912) 745-6811, ext. 207

Undergraduate Level (T-4)
Mental Retardation

3Graduate Level (T-5)
Interrelated

MORRIS BROWN COLLEGE
Department of Education and Psychology
Box 302, 643 Martin Luther King Dr., SW
Atlanta, Ga. 30314
(404) 525-7831, ext. 38

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

NORTH GEORGIA COLLEGE
Special Education Department
Dahlonega, Ga. 30533
(404) 864-3391, ext. 310 or 311

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level (T-5)
Mental Retardation
Learning Disabilities
Behavior Disorders
Interrelated
Hospital/Homebound (Endorsement)
Gifted Education (Endorsement)

UNIVERSITY OF GEORGIA
Division for Exceptional Children
570 Aderhold Hall
Athens, Ga. 30602
(404) 542-1685

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Speech Pathology
Multihandicapped
Behavior Disorders
Learning Disabilities
Audiology
Gifted
Early Childhood (Special Education)
Hospital/Homebound (certification)

Graduate Level (T-6)
Mental Retardation (EMR/TMR)
Behavior Disorders
Learning Disabilities

Doctoral Level
Exceptional Children
Behavior Disorders
Speech Pathology
Mental Retardation
Administration
Early Childhood Education

VALDOSTA STATE COLLEGE
Special Education Department
Valdosta, Ga. 31601
(912) 247-3270

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)
Early Childhood Education
Behavior Disorders
Learning Disabilities

Course sequence for certification offered
Hospital/Homebound
Gifted

Basic Coursework
Special Education Administration
Multihandicapped
Deaf Education
Gifted

Post Master Level
Education Specialist in Special Education (extension of the T-5 in MR, LD, BD, DE, and MH)

WEST GEORGIA COLLEGE
Department of Education
Carrollton, Ga. 30117
(404) 834-1332

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)
Early Childhood Education

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)
Learning Disabilities
Behavior Disorders
Interrelated
Gifted (Endorsement)
Administration
Early Childhood Education
Deaf Education (Endorsement)

- **Materials**

There are many materials available commercially. It is important that the learning disabilities teacher decide if and how to use commercial materials to teach a student. New materials are appearing on the market daily. Before any materials are ordered, it may be wise to read all the available literature about a material and experiment by using the materials if it is at all possible. The Georgia Learning Resource Centers (GLRS) have information and materials to preview and use. See Chapter VII, C for list. There are also curriculum laboratories at the colleges and universities which can provide additional opportunities to see the materials firsthand. In many cases materials are not described accurately and orders are placed for materials which are overpriced or inappropriate. Although it is impossible to avoid this pitfall all of the time, careful investigation before ordering may lead to better selection of material and fewer shelves filled with unused materials.

The following list of points to consider in choosing materials may be of some assistance. The Material-Equipment Rating Sheet in Appendix O would be helpful in establishing a systemwide index of materials.

Consideration in the Selection of Instructional Materials

1. Entry Skills
   - Are the entry behaviors demanded by the material easy to ascertain?
   - Are the students capable of making the responses required by the material?
   - Does the material provide a method to determine initial placement?
2. Content
   - Does the content reflect general knowledge and research in the content area?
   - Is the material current?
   - Is the material accurate?
   - Are the concepts presented clearly?
   - Does the material present the major concepts that you wish to stress?
   - Is adequate practice of the skill provided?
3. Sequence
   - Is the sequence evident in the material?
   - Does the sequence proceed from simple to complex?
   - Does the material proceed in a logical order?
   - Are the steps in the sequence small?
4. Objectives
   - Are objectives stated for the material?
   - Are the objectives stated similar to your objectives?
5. Ongoing Assessment
   - Does the material suggest assessment methods?
   - Would the material adapt to ongoing assessment?
6. Feedback
   - Does the material include provisions for correction and feedback to pupils?
   - Can a feedback procedure be established for the material?
7. Adaptability to individualization
   - Does the child make an independent response?
   - Can the child progress independently?
   - Can the child be placed in the material at his or her own level?
   - Can the child advance to subsequent tasks when she has demonstrated proficiency?
   - Does the material encourage active pupil participation?
   - Does the material provide for a student response that can be evaluated?
8. Physical Characteristics
   - Is the material attractive and of good quality?
   - Is the type size suitable to the maturity of the pupils?
   - Do the illustrations enhance the material?
   - Do pages have more than one student task per page?
9. Information to Teacher
   - Is essential background information provided?
   - Is the sequence of the material specified?
   - Are the instructions to you clear and complete?

Are there reproductions of the student text in your manual?
Can you easily locate practice and review pages?
Do you need any specific knowledge of training?

Source:
Lowenbraun, Sheila, and Affleck, James Q., editors, *Teaching Mildly Handicapped Children in Regular Classes*. Columbus, Ohio: Charles E. Merrill, 1976, Pp. 66-67.

- **Related Services**

Related services are supportive services which are required to help a handicapped child to benefit from special education. There are many students who require services in addition to the program for specific learning disabilities. Related services that may be listed on a learning disabled student's IEP include

speech therapy
transportation
vocational rehabilitation services
physical therapy
occupational therapy
audiology
diagnostic or evaluative medical services
school health services
adaptive physical education
social work services
Related Vocational Instruction (RVI)
psychological services
counseling
parent counseling or training

There may be other supportive services needed by a particular student. All the special education and related services a student requires to benefit from special education must be listed on the student's IEP. It is imperative that one comprehensive IEP be developed. The goals and objectives should be coordinated to prevent overlap and permit reinforcement of skills learned.

Chapter VI
Program Evaluation

All learning disabilities programs both existing and newly started should be monitored and measured for continuous evaluation and revision. Procedures to determine if objectives are being met need to be in place. The following are some questions to be addressed when designing an evaluation component.

Administrative objectives — How will the program be monitored and evaluated? What aspects of the program will be monitored and evaluated, when, by whom, and at what intervals? Which administrators will be directly responsible for the program? What is the organizational structure?

Program objectives — What criteria will indicate success of the program? When, by whom and how will that be decided? What should students be able to do as a result of participating in the program? How should they be different from when they entered (i.e., exit criteria)? What is the relationship of this program to others in special education and regular education? What role will regular education and/or other (psychologist, CESA, etc.) personnel play in the evaluation of the program?

Teacher objectives — Will there be a minimum number of instructional hours? of indirect services? a minimum caseload? What requirements will there be for supportive services to regular classroom teachers? What forms, reports, data or other records will teachers have to complete? When and to whom do they report?

Student objectives — What is required of students — contracts, minimum attendance? What long range and short range goals are itemized in the IEP?

Revision and Update— Based upon the data received via the evaluation procedures, the learning disabilities program will probably need periodic updating to improve its effectiveness. Other changes, such as additions or closing of schools and modification in central offices procedures affect the operations of the program, and therefore also need to be considered.

The following checklist may be used to evaluate learning disabilities programs. Good programs will foster or strengthen support from the administration and regular faculty. Good programs will also help the public relations between regular class and special class teachers. Most importantly good programs will help learning disabled youngsters succeed in school.

Program Evaluation Checklist

	Yes	Some	No	N.A.*
Referral Procedures				
• Uniform procedures for referral have been established and are being utilized.				
• These procedures are in written form and available to all appropriate personnel.				
• These procedures allow for self referral of students where appropriate.				
• Parents or legal guardians of referred pupils are fully informed of the referrals and reasons for the referral, according to due process procedures in the *Regulations and Procedures*.				
• Referrals are made after alternative methods have been employed to accommodate the student within the regular program.				
• Both special education and non special education personnel are knowledgeable about referral and placement procedures.				
Eligibility				
• The determination has been made that the student's deficits are not primarily the result of sensory handicap, emotional disturbance, mental retardation, environmental, cultural, or economic disadvantage.				

	Yes	Some	No	N/A*
• Evaluations are conducted in accordance with *Regulations and Procedures*: due process, required team evaluation, written report, etc.				
Placement				
• Criteria and procedures are in written form and available to all appropriate personnel.				
• Parents or legal guardians are afforded the opportunity for a conference to discuss evaluation results, IEP and placement recommendations.				
• If conference is refused, appropriate alternatives are employed to provide information to parents or legal guardians.				
• Each student has an IEP written prior to the time of his entry into the program in accordance with *Regulations and Procedures*.				
• *Placement committees have been established and are functioning.*				
• *Placement activities actively involve the regular classroom teacher, parent or legal guardian, prospective receiving teacher and principal.*				
• *Placement decisions follow the Least Restrictive Alternative guidelines.*				
• Student participation in the regular program is designed to maximize the likelihood of success in accordance with identified needs.				
• Procedures concerning reentry and withdrawal are outlined and available to all appropriate personnel.				
• Reentry and withdrawal procedures are in keeping with guidelines in *Regulations and Procedures* regarding due process				
Program				
• Class size is in keeping with recommendations in *Regulations and Procedures*.				
• The instructional program provides each student with academic, social and occupational skills as specified in his or her IEP				
• There is a systematic procedure to provide ongoing evaluation of students.				
• The evaluation procedure provides for regular classroom teacher, parent and, where appropriate, student input.				
• The program as a whole is an integral part of the school, actively involving regular and special school personnel; e.g., vocational education, counseling, etc.				
• Teachers maintain appropriate and regular records of student progress.				
• Parents receive periodic reports specific to student's program and progress.				
• Procedures exist for grading and meeting graduation requirements that include input from both regular and special education personnel.				

	Yes	Some	No	N/A*
• Teachers maintain frequent contact with regular class teachers, provide assistance to them and participate in in-service to faculty.				
• Teachers of self-contained are fully certified in LD and resource teachers are fully certified in LD or interrelated.				
• In-service for school faculty occurs as needed and is an integral component of the program plan.				
• In service is conducted for other system personnel specific to the levels of the LD programs, as needed.				
Facilities				
• Instructional space is equivalent to one half a regular classroom or greater.				
• Instructional space is sufficient and appropriate for students served in program.				
• Lighting and ventilation are sufficient and appropriate.				
• The location of the instructional space in the school is appropriate.				
• Instructional space is appropriately furnished with sufficient desks, tables, storage space.				
• Adequate and appropriate equipment is provided either by the school or the special education program.				
• Materials are adequate and appropriate				
• Confidential information is kept in a secure place.				
Evaluation				
• A procedure exists for ongoing evaluation of program effectiveness.				
• Design and implementation of the evaluation procedure includes both regular and special education personnel.				
• Goals and objectives of the program are evaluated at least annually and revised if necessary.				
• Evaluation procedures involve regular and special education staff, teachers and administrators, parents and students where appropriate.				

*Not Applicable

Chapter VII
Additional Resources

- **National**

Council for Exceptional Children
1920 Association Dr.
Reston, Va. 22091

Division for Children with Learning Disabilities
of the Council for Exceptional Children
1920 Association Dr.
Reston, Va. 22091

Association for Children with Learning Disabilities
4156 Library Rd.
Pittsburgh, Pa. 15234

- **State**

Georgia Division for Children with Learning Disabilities
of the Council for Exceptional Children
2779 G. Clairmont Rd., N.E.
Atlanta, G[illegible]

Georgia Association for Children
with Learning Disabilities, Inc.
Box 29492
Atlanta, Ga. 30357
(404) 633-1236

- **Local Chapters of the Association for Children with Learning Disabilities**

Augusta Council
Ms. Carol Wright
3121 Ramsgate Rd.
Augusta, Ga. 30909
(404) 733-3352

Chattahoochee Council
Mrs. Mary Tinsley
430 Meadow Glen Trail
Roswell, Ga. 30075
(404) 993-1944

Chattahoochee Valley Council
Mrs. Ann Lutz
3811 Briley St.
Columbus, Ga. 31904
(404) 561-9873

DeKalb County Council
Clark & Bobby Shafer
5018 Pine Bark Circle
Dunwoody, Ga.
(404) 394-2288

Gwinnett County
Frances Deal
4728 Emily Dr.
Lilburn, Ga. 30247
(404) 923-1799

Marietta-Cobb Council
Mrs. Ann Larkey
3007 Octavia Circle
Marietta, Ga. 30062

Monroe County Council
Mrs. Charles E. Floyd
P.O. Box 355
Smarr, Ga. 31086

Northeast Council
Charlotte Brown
596 Fortson Rd.
Athens, Ga. 30601
(404) 548-2738

Northwest Georgia Council
Mrs. Joy Barry
305 Meadowdale Dr.
Dalton, Ga. 30720
(404) 259-5196 (H)
(404) 278-6800 (O)

Southeastern Council
Mrs. Pam McCaslin
503 East President St.
Savannah, Ga. 31401

Forsyth County Council
Mrs. Jerrie Benner
Route 5
Cumming, Ga. 30130

Clayton County Council
Mrs. Donna Bannister
7134 Lady Heidi Court
Jonesboro, Ga. 30236
(404) 478-1261

Child Advocacy Groups

Georgia Advocacy Office
1447 Peachtree St., N.E. Suite 811
Atlanta, Ga. 30309

LOOKOUT
1980 Walton Wood Circle
Tucker, Ga. 30084
c/o Ms. Beth Mack

Parents Advocating
Vocational Education
2095 Kinridge Court
Marietta, Ga. 30060
c/o Ms. Pat Smith

Georgia Learning Resources System

GLRS maintains an instructional materials center where special educators may preview and borrow materials. The collection includes diagnostic materials, teacher training and professional materials and child use instructional materials. Materials are loaned on a short-term basis to provide educational intervention for particular children, to be used by teachers for trail or preview or to help facilitate selection and purchase decisions.

GLRS provides in-service training through workshops and conferences on effective use of media and educational equipment, new teaching techniques and methods and innovative instructional materials. Every effort is made to provide workshops which directly relate to the identified needs or interests of each school system.

GLRS maintains a video-tape collection of outstanding special education workshops which have been conducted throughout Georgia. In addition, exemplary special classrooms can be videotaped. These tapes may be borrowed for workshops, in-service meetings or individual previewing.

GLRS sponsors various special projects to introduce innovative ideas and materials being used successfully with exceptional children across the nation. The Select-Ed Prescriptive Materials Retrieval System, Computer-Based Resource Units (CBRU), Educational Research Information Center (ERIC), Materials Analysis and Retrieval System (MARS) and the Master-Teacher Model are some of the educational innovations which GLRS has introduced to Georgia educators.

GLRS acts as an information interchange network. Information is disseminated to special educators about the various areas of exceptionality, about programs and services offered to exceptional children in Georgia and about meetings and conferences of interest to special educators.

GLRS provides information and referral for diagnostic services and educational planning for the severely handicapped child.

Centers for Severely Emotionally Disturbed
(Psychoeducational Center Network)

The SED centers are multidistrict programs designed to serve a low incidence population. The projected population for SED is one-half percent (.005%) of the population ages zero through 16. There are currently 24 centers, each with satellite services, providing nonresidential, community-based services including diagnostic educational, psychological and psychiatric assessment; remedial services such as special education classes, individual group therapy and parent services.

Each center is responsible for serving children, ages 0 through 16, who are severely emotionally disturbed or behaviorally disordered. The major admission requirement will be the presence of an emotional or behavioral disorder severe enough to require a special child treatment program or a special education program not available in the public school or community. Children who are mild to moderate behavior problem or discipline problems are not eligible. These children are characterized by:

- severe emotional disturbance such as, but not limited to, childhood schizophrenia, autism, severe emotional deprivation and adjustment reactions;
- severe behavioral disorders such as, but not limited to, neurological impairment, cultural deprivation and developmental;
- severe school-related maladjustment such as, but not limited to, behavior, socialization communication and academic skills.

At all centers, referrals will be accepted from, but not limited to, early childhood programs, private day care programs, community service centers, well baby clinics, kindergartens, public schools, parents and other child-serving agencies and physicians.

For additional information, contact the State Coordinator, Centers for Severely Emotionally Disturbed, Georgia Department of Education, Atlanta, Georgia 30334 or call (404) 656-6317.

Chapter VIII
Appendices

Appendix A

Code of Ethics

(for the Division for Children with Learning Disabilities, Council for Exceptional Children)

The members of the Division for Children with Learning Disabilities (DCLD) of the Council for Exceptional Children have a responsibility to offer services that reflect the highest possible concern for the welfare of the individuals they serve. Those members who are engaged in teaching, providing clinical services and conducting research that is addressed to the educational and social needs of individuals designated as learning disabled should be committed to the development of the potential of each individual served. To be able to do this, members of DCLD should seek and obtain quality training in their respective fields by participating in courses of study sponsored by institutions of higher learning or by other agencies such as local in-service training programs. They should also strive to enhance communication with other disciplines to assure that each individual served receives the most appropriate services available. The welfare of the individual needing help and the lay and professional persons directly involved in providing service should be the primary concerns of the members of DCLD. Ethical standards relating to professional competence, individual welfare, research and publications and professional relationships are listed below.

1. Professional Competence
   Each member of DCLD should be concerned with receiving quality training in skills necessary for serving the needs of learning disabled individuals. The institutions engaged in training should represent the highest standards of excellence among those providing such training, as judged by competent professionals in the field and appropriate accrediting agencies.
   a. Members of DCLD should possess the proper qualifications necessary for providing the services represented by their respective disciplines. They should not attempt to deliver services for which they are not adequately trained.
   b. Those members engaged in the training of each discipline represented in DCLD should strive to assure that trainees receive the skills considered necessary for effective delivery of services to learning disabled individuals.
   c. Members of DCLD should be constantly upgrading their skills in their respective disciplines. They should attempt to remain informed as to the new developments in the broad field of learning disabilities as well as in their own disciplines.

2. Welfare of the individual served
   Because the members of DCLD are both consumers and producers of service programs and technology that may affect an individual's life significantly, members must engage in a process whereby each individual identified as possessing learning disabilities is guaranteed that his/her welfare is of primary importance.
   a. All members engaged in the identification, evaluation, and treatment of individuals designated learning disabled should adhere to practices that are in keeping with legal standards. Members must guarantee each individual served his/her constitutional rights. No practice that violates a person's legal rights should be condoned.
   b. Any discrimination on the basis of race, sex, religion, or national origin in the identification, evaluation, and treatment of learning disabled individuals should not be condoned by members of DCLD.
   c. Members of DCLD should assume responsibility for their roles as helping members of our society and should realize the significance the trust given to them because of their position to offer services to those in need. They should also present to the public a realistic picture of the limitations of the knowledge base and should not make the claim that they or members of their profession are able to solve all the intricate problems individuals with learning disabilities may manifest. Furthermore, no attempts should be made to promote personal gains by capitalizing in any way upon the educational and social needs of those with learning problems.
   d. In keeping with the legal standards, members of DCLD should safeguard the confidentiality of information obtained during the process of identifying, evaluating, and/or delivering services to learning disabled individuals. The individual or their representatives should be consulted before information is released to other interested professionals.
3. Research and publications
   Members of DCLD engaged in research activities should strive for improvement of services to those in-

dividuals designated learning disabled. All research activities should be conducted in the best interests of those individuals involved.

a. Those members engaged in research activities should inform the individuals involved concerning the nature of the activities, in all cases except those in which such communication is clearly not feasible. Each participant, with those exceptions, should have the right to decline participation in the research activity.
b. Ethical treatment of the data should be the concern of those engaged in research activities. It is their duty to maintain the highest standards of research practices and to report the findings accurately.
c. Members who publish the results of their research should strive to select and/or develop outlets for publications which represent quality in style, fairness in selectivity, and competence in research standards.

4. Professional Relationships

Members of DCLD should strive to enhance the professional relationships with their colleagues in their respective disciplines and with those colleagues representing other professions. They should strive to work in harmony and to avoid needless controversies that may hinder the quality of services to learning disabled individuals.

a. Members of DCLD should recognize the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines. They should make full use of the technical assistance, professional, and administrative resources of all disciplines. Channels of communication should be open so that no duplication of services or loss in quality of services may occur.
b. Members of DCLD should observe the Code of Ethics in all professional endeavors. If a member observes what s/he considers to be an unethical practice on the part of a colleague, s/he is obligated to attempt to rectify the situation. If informal measures fail, s/he should report the practices to the proper local, state or national committees on ethical practices for DCLD members. Such committees of DCLD shall be obligated to investigate the practices reported to them and to apply corrective measures when such are indicated.
c. No member of DCLD should claim to offer services representing a skill(s) for which s/he is not properly trained. If s/he feels that it is necessary to offer services in more than one area, s/he is obligated to obtain the proper training in that area.
d. No members of DCLD should advertise or endorse a product in such a manner as to give the appearance of having the endorsement of DCLD.

Appendix B

Specific Learning Disabilities
Evaluation Team Report

Student_____ DOB_____

School_____ Age_____

Parent/Guardian _____

Date of Meeting_____

Information considered in making the determination of the existence of a specific learning disability(ies) is attached to this report including observation report and/or checklist, regular class teacher(s) report, samples of classwork and test protocols.

I. Evaluation team findings

A. Psychological evaluation

B. Educational evaluation
1. Language assessment

2. Two instruments for each identified area of severe discrepancy

Area	Evaluation Instrument	Results

C. Observation(s)_____ Date(s)_____

Observer(s)_____ Setting(s)_____

1. Relevant behavior

2. Relationship to academic functioning

D. Relevant effects of
1. Environmental disadvantage

2. Economic disadvantage

3. Cultural disadvantage

E. Additional data considered

II. Conclusions

	Yes	No
A. The student does not achieve commensurate with his/her age and ability when provided with appropriate learning experiences	_____	_____
B. There is a severe discrepancy between achievement and ability which is not correctable without special education and related services.	_____	_____
C. The student is found to have a specific learning disability.	_____	_____

D. The severe discrepancy is in the following area(s)

_____oral expression
_____written expression
_____listening comprehension
_____reading comprehension
_____basic reading skill
_____math calculation
_____math reasoning

E. Basis for making the eligibility determination

III. Signature of concurring team members

Position

1. _____ _____

2. _____ _____

3. _____ _____

Signatures of dissenting team member(s) and reasons	Position

Appendix C

Checklist of Requirements for a Suspected Specific Learning Disabilities Referral

	YES	NO
I. Evaluation team		
Teacher certified in SLD	____	____
Psychological Examiner	____	____
Regular teacher	____	____
II. Evaluation components		
1. Vision - Within Normal Limits (WNL)	____	____
Hearing - WNL	____	____
2. Psychological evaluation	____	____
3. Deficit area/s_____	____	____
4. Language assessment	____	____
5. Written samples of classwork	____	____
6. Written observation report	____	____
III. Eligibility criteria		
1. Compute expectancy level	____	____
Compute severe discrepancy level	____	____
Compare with actual achievement	____	____
2. Possible exclusions		
Vision, hearing, motor handicap	____	____
Mental retardation	____	____
Emotional disturbance	____	____
Environmental, cultural or economic disadvantage	____	____
IV. Written report		
1. Severe discrepancy	____	____
2. Documentation of SLD - relevance each section	____	____
3. Educationally relevant medical findings	____	____
4. Effects of environmental, cultural or economic disadvantage	____	____

Appendix D

Background Information: Cumulative Record

Grades and Attendance

Year	Grade/Days Present	Read.	Math	Writ.	Lang.	Spell	Sci.	Soc. St.
___ 1	___/___	_____	_____	_____	_____	_____	_____	_____
___ 2	___/___	_____	_____	_____	_____	_____	_____	_____
___ 3	___/___	_____	_____	_____	_____	_____	_____	_____
___ 4	___/___	_____	_____	_____	_____	_____	_____	_____
___ 5	___/___	_____	_____	_____	_____	_____	_____	_____
___ 6	___/___	_____	_____	_____	_____	_____	_____	_____
___ 7	___/___	_____	_____	_____	_____	_____	_____	_____
___ 8	___/___	_____	_____	_____	_____	_____	_____	_____
___ 9	___/___	_____	_____	_____	_____	_____	_____	_____
___10	___/___	_____	_____	_____	_____	_____	_____	_____
___11	___/___	_____	_____	_____	_____	_____	_____	_____

Notes in File

Source	Date	Regarding

Other Test Results (Individual_____ Group_____)

_____

_____

_____

Retention Yes___ No___

_____

_____

_____

Transfers Yes___ No___

_____

_____

_____

_____

Special Help (Past_____

Present_____)

_____

_____

Health Record

Vision _____

Hearing _____

_____

_____

Family Information

Father _____

Mother _____

Siblings _____

_____

_____

_____

_____

Appendix E

Computation for LD Formula

CA:

Achievement Test Date _____

Birthdate _____

Chronological Age _____

CA =

Conversion of Months to Hundredths of a Year

1 month = .08	5 months = .42	9 months = .75
2 months = .16	6 months = .50	10 months = .83
3 months = .25	7 months = .58	11 months = .91
4 months = .33	8 months = .66	

MA: $\frac{CA \times IQ}{100}$ =

Grade Level Expectancy

IQ 85 or Above and 12 years or younger

$\frac{(2\ CA + MA)}{3} - 5.2 =$

Below 85 IQ or 13 years or older

$MA - 5.2 =$

Severe Discrepancy Level

a) 1st grade — by performance on appropriate evaluative measures and adaptive behavior in the classroom.
b) 2nd grade — 1 year or more below expectancy
c) 3rd and 4th grade — 1½ years or more below expectancy
d) 5th and 6th grade — 2 years or more below expectancy
e) 7th and 8th grade — 3 years or more below expectancy
f) 9th grade and beyond — 4 years or more below expectancy

Grade Level Expectancy − Discrepancy (grade placement)

_____ − _____ =

Grade Level Expectancy − Discrepancy (age)

_____ − _____ =

Comparison Achievement and Discrepancy Level

Appendix F

Learning Disabilities Teacher
Record of Parental Involvement

Student _____

School _____

Grade _____

Date	Check One				Parental Reaction/Comments
	NOTE	PHONE	MAIL	VISIT	

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Appendix G

Resource Teacher Activities Log

From_____ to_____

	Approximate minutes per activity					
	Mon.	Tues.	Wed.	Thur.	Fri.	Total
Assessment						
New referrals						
Ongoing evaluations						
End of year						
Preparation						
Planning						
Paper work						
Develop/obtain materials for students						
Develop/obtain materials for teacher						
Instruction						
Individual						
Group						
Classroom						
Counseling						
Consulting with teachers						
Instruction						
Behavior						
Materials						
Student Coordination/Follow-up						
Consulting with counselors						
Individual program changes						
Individual recommendation/follow-up						
Other						
Conferences						
Parent						
School psychologist						
Director of special education						
Principal						
Staffings						
Other						
Parent group meetings						
In-service meeting						
Professional meeting						

NOTE: Please indicate any activity occurring after school hours by circling time.

Appendix H

Student's Name _____
Subject Area _____

Behavior Rating Form

1. Does the child adapt easily to new situations, feel comfortable in new settings, enter easily into new activities?

   _____always _____usually _____sometimes _____seldom _____never

2. Does this child hesitate to express opinions, as evidenced by extreme caution, failure to contribute or a subdued manner in speaking situations?

   _____always _____usually _____sometimes _____seldom _____never

3. Does this child become upset by failure or other strong stresses as evidenced by such behaviors as pouting, whining or withdrawing?

   _____always _____usually _____sometimes _____seldom _____never

4. How often is this child chosen for activities by classmates? Is companionship sought for and valued?

   _____always _____usually _____sometimes _____seldom _____never

5. Does this child become alarmed or frightened easily? Does he or she become very restless or jittery when procedures are changed, exams are scheduled or strange individuals are in the room?

   _____always _____usually _____sometimes _____seldom _____never

6. Does this child seek much support and reassurance from peers or the teacher, as evidenced by seeking their nearness or frequent inquiries as to whether he or she is doing well?

   _____always _____usually _____sometimes _____seldom _____never

7. When this child is scolded or criticized, does he or she become either very aggressive or very sullen and withdrawn?

   _____always _____usually _____sometimes _____seldom _____never

8. Does this child deprecate school work, grades, activities and work products? Does he or she indicate he or she is not doing as well as expected?

   _____always _____usually _____sometimes _____seldom _____never

9. Does this child show confidence and assurance in his or her actions toward teachers?

   _____always _____usually _____sometimes _____seldom _____never

10. Does this child show confidence and assurance in his or her actions toward classmates?

    _____always _____usually _____sometimes _____seldom _____never

11. To what extent does this child show a sense of self-esteem, self-respect and appreciation of his or her own worthiness?

_____always _____usually _____sometimes _____seldom _____never

12. Is this child cooperative with teachers?

_____always _____usually _____sometimes _____seldom _____never

13. Is this child cooperative with classmates?

_____always _____usually _____sometimes _____seldom _____never

14. Does this child publicly brag or boast about exploits?

_____always _____usually _____sometimes _____seldom _____never

15. Does this child attempt to dominate or bully other children?

_____always _____usually _____sometimes _____seldom _____never

16. Does this child continually seek attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises?

_____always _____usually _____sometimes _____seldom _____never

Mainstreaming the LD Adolescent. South Carolina Region V. Educational Services Center, 1977.

Appendix I

Observation Resources

Two examples of observation checklists which may be used are listed below. These are not the only checklists which may be used to help the evaluation team member in conducting the observation.

"Individual Learning Disabilities Screening Instrument"
Learning Pathways, Inc.
P.O. Box 1407
Evergreen, Colo. 80439

"Pupil Rating Scale"
(Myklebust)
Grune and Stratton, Inc.
111 Fifth Ave.
New York, N.Y. 10003

Appendix J

Parent Questionnaire

1. How satisfied were you with your child's progress in his or her school work?
   _____very satisfied
   _____satisfied
   _____neither satisfied or dissatisfied
   _____very dissatisfied
2. Did your child's behavior improve in school this year?
   _____very much
   _____It improved the same
   _____stayed the same
   _____It was a little worse.
   _____It was much worse.
3. How many times did you see your child's resource room teacher this year?
   _____once
   _____twice
   _____three times
   _____other (please specify)
4. How many times did you see your child's guidance counselor this year?
   _____once
   _____twice
   _____three times
   _____other (please specify)
5. Do you better understand why your child has problems learning some school materials?
   _____Yes, I understand much better.
   _____Yes, I understand better.
   _____I understand things the same.
   _____No, things are harder to understand.
   _____I don't understand at all.
6. Does your child seem to be happier in school this year?
   _____Yes, much happier
   _____A little happier
   _____He or she is about as happy as last year.
   _____He or she is not as happy this year.
   _____My child is very unhappy this year.

Mainstreaming the LD Adolescent. South Carolina Region V. Educational Services Center, 1977.

Parent Questionnaire

Student's Initials_____ Date_____

Student's Grade_____

1. _____ I feel that my son/daughter has difficulty with reading.

   _____ I feel that my son/daughter has no difficulty with reading.

2. _____ I feel that my son/daughter has difficulty with math.

   _____ I feel that my son/daughter has no difficulty with math.

3. _____ I feel that my son/daughter is doing well in other school subjects.

   _____ I feel that my son/daughter is doing poorly in other school subjects.

4. _____ I feel that my son/daughter shows behavior problems at home.

   _____ I feel that my son/daughter shows no behavior problems at home.

5. _____ I feel that my son/daughter has behavior problems in school.

   _____ I feel that my son/daughter has no behavior problems in school.

6. _____ I feel that my son/daughter has, in general, poor attitude about school.

   _____ I feel that my son/daughter has, in general, a good attitude about school.

Appendix K

Student Questionnaire

I'd like to know if things are different for you at school this year. I will read you a statement. Think about the sentence and then check one of the blanks on your paper. (Much more, more, the same, less or much less.)

1. I get along better with the other students.
2. Other children in the class tease me about my school work.
3. My teachers are more patient with me when I have problems with my work.
4. I like school more this year.
5. My school work seems easier.
6. My principal knows me better this year.
7. Other people understand my learning problems in school.
8. My guidance counselor has helped me understand my learning problems.
9. I have really improved my school work in the resource room.
10. My mother helps me more with my homework.
11. My father helps me more with my homework.
12. My parents are more patient with me with my school work.
13. My parents yell at me when I get poor grades.
14. My parents see my teacher more this year.
15. My parents are pleased with my homework.
16. The resource room has helped me do my school work better in all my classes.
17. I feel better about myself.
18. Learning is more fun.
19. I know that I'll continue to improve my school work even though some subjects will be slow.
20. I have talked with my principal more this year.
21. Many of my classroom assignments are too hard for me to do.
22. I have problems learning things that other kids learn very easily.
23. If other children tease me about school, I can control myself because I understand myself better.
24. I know why it's important to do well in school.
25. I don't think I'm stupid.
26. I take pride in my accomplishments.
27. I learn more in the resource room than in my other classes.
28. I feel that I'll be successful some day.
29. When I do poorly in school, it depresses me.
30. I think my teachers understand me better.

Mainstreaming the LD Adolescent. South Carolina Region V. Educational Services Center, 1977.

Appendix L

Weekly Assignment Sheets

The regular class assignment sheet should be distributed by the learning disabilities teacher to all regular class teachers who have students enrolled in a learning disabilities program. This sheet should be distributed on Wednesday. The regular class teacher should try to have the sheet completed by Friday, keeping in mind that the learning disabilities teacher must use this information in his or her planning.

The learning disabilities assignment sheet should be used by the learning disabilities teacher in the learning disabilities classroom. He or she should complete this sheet in advance of the student's coming to class so that when the student arrives he or she can go directly to his folder and begin what is assigned. This form can be used as an evaluation form and record of the student's weekly work as well as an attendance check.

Regular Class
Weekly Assignment Sheet

(Please return to Learning Disabilities Teacher.)

Teacher_____ Subject_____

Student_____ Week of_____

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Are you having any problem with this student's instruction or behavior that you would like to see me about?

Yes ☐ No ☐

Thank you so much for your cooperation.

Learning Disabilities
Weekly Assignment Sheet

Student_____ Week of_____

Period(s) Scheduled

Monday	Tuesday	Wednesday	Thursday	Friday

Mon.

Tues.

Wed.

Thurs.

Fri.

Appendix M

Learning Disabilities Class Evaluation

Name_____

✓ no problem
– needs improvement

Date

On time	
Begins work	
Completes work	
Follows directions	
Tries to do class work on own	
Brings needed books	
Brings pen/pencil	
Brings paper	
Asks questions	
Is alert	
Work is reasonably neat	
Is polite	
Takes free time only when earned	
Attends voluntarily	
Is making progress in Classwork	
Behavior	
Attitude	

COMMENTS

Appendix N

Contracting for Grades

This contract form can be used intact or redesigned to list the exact requirements for attainment of a specified grade for a course of study. This contract can be used with an L.D. student in a regular class so that he or she will better understand the expectations of the teacher and the work and other specifics required in order to pass the course. This signed contract would then guide the learning disabilities teacher when providing direction and assistance to the student in that particular course. The learning disabilities teacher might also choose to use this contract with students who are receiving course grades from her or him, or when setting up an individualized study program for a student. The contract becomes a vital form of concrete communication between teacher and student.

Stated another way, the contract is an objective statement of consequence for the student. When it is signed, the student agrees to accept responsibility for the end result — whether positive or negative. The contract is a viable means of promoting student-teacher cooperation, objectivity and responsibility.

DATE_____

Dear_____:

The final grades for this reporting period are based on a contract that _____ and I have worked out together. In this contract we agreed on the tasks he or she would do in the following areas _____, _____, _____, _____.

Based on the assignments completed satisfactorily a grade was agreed upon which reflects both accomplishment and effort. This will be the method used to determine your child's grades for the remainder of the term. If you have any questions, please call me at _____.

Sincerely,

_____, Teacher

Contract for Grade

Name of Course_____

Requirements for this course

1. Reading in text (List required chapters)
2. Outside readings (List)
3. Homework assignments (How often)
4. Term paper(s) (How many?) (Due?) (On what topics?)
5. Project(s) (Define)
6. Tests
   - Daily
   - Weekly
   - End of chapter
   - Midterm
   - Final
   - Other
7. Attitude/behavior in class (Expected) (Not tolerated)
8. Class participation — Specify:
9. Other

_____

(Dependent upon satisfactory completion of which of the above requirements?)

☐ Grade of A =

☐ Grade of B =

☐ Grade of C =

☐ Grade of D =

Signed (Student) _____

Date: _____

Signed (Teacher) _____

Signed (Witness) _____

Contract for Grade

Name of course_____ Student_____

I agree to complete the following assignments Due Date

1. Text

2. Outside readings

3. Homework assignments

4. Special reports

5. Project(s) (Define)

6. Tests — Daily

Weekly

Chapter

Midterm

Final

Other

7. Attendance

8. Class participation

9. Other

_____

My grade upon the satisfactory completion of the above will be _____.

Signed (Student) _____

Signed (Teacher) _____

Date_____ Signed (Witness) _____

Appendix O

Materials-Equipment Rating Sheet

Please itemize all instructional materials and equipment which you use in your classroom. Try to keep this sheet updated.

Name of Item	Publisher or Manufacturer	Primary Use	Rating — (Use all **numbers** which apply: relevant, brief comments appreciated) (1) Not useful or appropriate (2) Has limited use (3) Too complicated or time consuming to prepare or use (4) Versatile, can be used to develop more than one skill area (5) A good teacher resource of reference (6) Can be used independently by students (7) Indispensable, used daily (8) Skill oriented (9) Criterion reference (10) A complete kit or program; has everything necessary for instructional use

Appendix P

Addresses of Publishers

Academic Therapy Publications, 1539 Fourth St., San Rafael, Calif. 94901

Aero Educational Products, P.O. Box 71, St. Charles, Ill. 60174

Adapt Press, Inc., 808 West Ave. N., Sioux Falls, S.D. 57104

Addison-Wesley Publishing Co., 2725 Sand Hill Rd., Menlo Park, Calif. 94025

Allied Education Council, P.O. Box 78, Galien, Mich. 49113

Allyn & Bacon, 470 Atlantic Ave., Boston, Mass. 02210

American Book Co., 450 W. 33 St., New York, N.Y. 10001

American Education Publications, 245 Long Hill Rd., Middletown, Conn. 06457

American Guidance Associates, 1526 Gilpin Ave., Wilmington, Del.

American Guidance Service, Inc. (AGS), Publisher's Building, Circle Pines, Minn. 55014

American Speech and Hearing Association, 9030 Old Georgetown Rd., Washington, D.C. 20014

Ann Arbor Publishers, P.O. Box 338, Worthington, Ohio 43085

Appleton-Century-Crofts, 440 Park Ave. South, New York, N.Y. 10016

Arrow Book Club (Scholastic Book Services), 50 West 44 St., New York, N.Y. 10036

Association for Childhood International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20036

Baker & Taylor Company, 11 Dunwoody Park, Suite 128, Atlanta, Ga. 30341

Baldridge Reading Instructional Materials, 14 Grigg St., Greenwich, Conn. 06830

Bantam Books, Inc., 666 Fifth Ave., New York, N.Y. 10019

Barnell-Loft, 958 Church St., Baldwin, N.Y. 11510

Basic Books, Inc., 10 E. 53 St., New York, N.Y. 10022

Bausch & Lomb Optical Co., Rochester, N.Y. 14602

Beckley-Cardy, 1900 N. Narraganset, Chicago, Ill. 60639

Behavioral Research Laboratories, P.O. Box 577, Palo Alto, Calif. 94302

Bell and Howell, 7100 McCormick Rd., Chicago, Ill. 60645

Benefic Press, 10300 W. Roosevelt Rd., Westchester, Ill. 60153

The Bobbs-Merrill Co., 4300 W. 62 St., Indianapolis, Ind. 46206

Book-Lab, Inc., 1449 37 St., Brooklyn, N.Y. 11218

Borg-Warner Educational Systems, 7450 N. Natchez Ave., Niles, Ill. 60648

Bowmar, Box 3623, Glendale, Calif. 91201

William C. Brown Co., 2460 Kerper Blvd., Dubuque, Iowa 52001

Burgess Publishing, 7108 Olms Lane, Minneapolis, Minn. 55435

California Test Bureau, A Division of McGraw-Hill, Del Monte Research Park, Monterey, Calif. 93940

Career Aids, Inc., 5024 Lankershim Blvd., Dept. 83, North Hollywood, Calif. 91601

Career Aids, Inc., 8950 Lurline Ave., Dept. S2, Chatsworth, Calif. 91311

Center for Applied Linguistics, 1717 Massachusetts Ave. N.W., Washington, D.C. 20036

Changing Times Education Service, 1729 H. Street, N.W., Washington, D.C. 20006

Children's Press, 1224 West Van Buren St., Chicago, Ill. 60607

Communication Research Associates, P.O. Box 110012, Salt Lake City, Utah

Consulting Psychologists Press, 577 College Ave., Palo Alto, Calif. 94306

Continental Press, Inc., Elizabethtown, Pa. 17022

Coronet Instructional Media, 65 East South Water St., Chicago, Ill. 60601

Council for Exceptional Children, 1920 Association Dr., Reston, Va. 22091

Craig Corp., 921 W. Artesia Blvd., Compton, Calif. 90220

Creative Education, 1235 S. Broad St., Mankato, Minn. 56001

Creative Playthings, Inc., Edinburg Rd., Cranbury, N.J. 08540

Creative Publications, P.O. Box 10328, Palo Alto, Calif. 94303

Crippled Children and Adults of Rhode Island, The Meeting Street School, 33 Grotto Ave., Providence, R.I.

Cuisenaire Company of America, Inc., 12 Church St., New Rochelle, N.Y. 10085

Curriculum Associates, 6 Henshaw St., Woburn, Mass. 01801

Developmental Learning Materials, 7440 N. Natchez Ave., Niles, Ill. 60648

Devereau Foundation, Devon, Pa.

Dexter & Westbrook, Ltd., 958 Church St., Rockville Centre, N.Y. 11510

DIAL, Inc., Box 911, Highland Park, Ill. 60035

Doubleday & Co., Garden City, N.Y. 11530

The Economy Company, 1901 N. Walnut Ave., Oklahoma City, Okla. 74103

Edmark Associates, 655 S. Orcas St., Seattle, Wash. 98108

Educational Activities, Inc., P.O. Box 392, Freeport, N.Y. 11520

Educational Activities, Inc., 1937 Grand Ave., Baldwin, N.Y. 11520

Educational Design, Inc., 47 West 13 St., New York, N.Y. 10011

Educational Development Laboratories, A Division of McGraw-Hill, 1121 Avenue of the Americas, New York, N.Y. 10020

Educational Insights, 20435 S. Tillman Ave., Dept. 23, Carson, Calif. 90746

Educational Performance Associates, 563 Westview Ave., Reidgefield, N.J. 07657

Educational Progress, P.O. Box 45663, Tulsa, Okla. 74145

Educational Service, Inc., P.O. Box 219, Stevensville, Mich. 49127

Educational Teaching Aids Division, A. Daigger & Co., 159 W. Kinzie St., Chicago, Ill. 60610

Educational Testing Service, Princeton, N.J. 08540

Educator's Publishing Service, 75 Moulton St., Cambridge, Mass. 02138

Edukaid of Ridgewood, 1250 E. Ridgewood Ave., Ridgewood, N.J. 07450

Electronic Future, Inc., 57 Dodge Ave., North Haven, Conn. 06473

Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 60610

Essay Press, Box 5, Planetarium Station, New York, N.Y. 10024

Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 114335

Fearon Publishers, 6 Davis Dr., Belmont, Calif. 94002

Field Educational Publications, Inc. 2400 Hanover St., Palo Alto, Calif. 94002

Follett Educational Corp., 1010 W. Washington Blvd., Chicago, Ill. 60607

Alvyn M. Freed, 391 Munroe St., Sacramento, Calif. 95825

Garrard Publishing Co., 1607 N. Market St., Champaign, Ill. 61820

General Learning Corp., 250 James St., Morristown, N.J. 07960

Ginn & Co., 191 Spring St., Lexington, Mass. 92173

Globe Book Co., 175 Fifth Ave., New York, N.Y. 10010

Grolier Education Company, 845 Third Ave., New York, N.Y. 10022
Grune & Stratton, 111 Fifth Ave., New York, N.Y. 10003
Gryphon Press, 220 Montgomery St., Highland Park, N.J. 08904
Guidance Associates, 1526 Gilpin Ave., Wilminton, Del. 19800
E. M. Hale & Co., 1201 S. Hastings Way, Eau Claire, Wisc. 54701
C. S. Hammond & Co., 515 Valley St., Maplewood, N.J. 07040
Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, N.Y. 10017
Harper & Row Publishers, Inc., 10 East 53 St., New York, N.Y. 10022
D. C. Heath & Co., 125 Spring St., Lexington, Mass. 02173
Marshall S. Hiskey, 5640 Baldwin, Lincoln, Neb. 68507
Hoffman Information Systems, Inc., 5632 Peck Rd., Arcadia, Calif. 91006
Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017
Houghton Mifflin Co., One Beacon St., Boston, Mass. 02107
Houston Press, University of Houston, Houston, Tex. 77000
Ideal School Supply Co., 11000 South Lavergne, Oak Lawn, Ill. 60453
Initial Teaching Alphabet Publications, Inc. 6 E. 43 St., New York, N.Y. 10017
Instructional Industries, Inc. Executive Park, Ballston Lake, N.Y. 12019
Instructo Corp., 200 Cedar Hollow Rd., Paoli, Pa. 19301
Instructo/McGraw-Hill, Paoli, Pa. 19301
The Instructor Curriculum Materials, Instructor Park, Dansville, N.Y. 14437
International Reading Association, 800 Barksdale Rd., Newark, Del. 19711
International Teaching Tapes, Inc., Educational Development Corp. Building, Post Office Drawer #865, Lakeland, Florida 33803
Jones-Kenilworth Co., 8301 Ambassador Row, Dallas, Tex. 75247
Journal of Learning Disabilities, 101 East Ontario St., Chicago, Ill. 60611
Journal of Special Education, 433 S. Gulph Rd., King of Prussia, Pa. 19406
The Judy Co., 310 N. Second St., Minneapolis, Minn. 55401
Kenworthy Educational Service, P.O. Box 3031, 138 Allen St., Buffalo, N.Y. 14201
Keystone View Co., 2212 E. 12 St., Davenport, Iowa 52803
Laidlaw Bros., Thatcher & Madison Sts., River Forest, Ill. 60305
Language Research Associates, Box 95, 950 E. 59 St., Chicago, Ill. 60637
Learning Concepts, 2501 N. Lamar, Austin, Tex. 78705
Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y. 10019
Learning Research Associates, 1501 Broadway, New York, N.Y. 10036
Learning Resource Division, EDL, 202 Miriam Dr., Lakeland, Fla. 33803
Learning Tree Filmstrips, 934 Pearl St., Box 1590, Dept. 375, Boulder, Colo. 80306
J. P. Lippincott Co., E. Washington Square, Philadelphia, Pa. 19105
Love Publishing Co., 6635 E. Villanova Pl., Denver, Colo. 80222
Lyons and Carnahan Educational Publishers, 407 E. 25 St., Chicago, Ill. 60616
The Macmillan Co., 866 Third Ave., New York, N.Y. 10022
Mafex Associates, Inc., 111 Barron Ave., Johnstown, Pa. 16906
McCormick-Mathers Publishing Co., 450 W. 33rd St., New York, N.Y. 10001

McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020
McGraw-Hill/Early Learning, Paoli, Pa. 19301
David McKay Co., 750 Third Ave., New York, N.Y. 10017
Media Materials, Inc., Dept. E, 2936 Remington Ave., Baltimore, Maryland 21211
Charles E. Merrill, 1300 Alum Creek Dr., Columbus, Ohio 43216
Milton Bradley Co., 74 Park St., Springfield, Mass. 01101
Modern Curriculum Press, 13900 Prospect Rd., Cleveland, Ohio 44136
William C. Morrow, 105 Madison Ave., New York, N.Y. 10016
The C. V. Mosby Co., 11830 Westline Industrial Dr., St. Louis, Mo. 63141
Motivational Research Inc., P.O. Box 140, McLean, Va. 22101
National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801
National Education Association Publications, 1201 16 St., N.W., Washington, D.C. 20036
National Reading Conference, Inc., Reading Center, Marquette University, Milwaukee, Wisc. 53233
New Readers Press, Box 131, Syracuse, N.Y. 13210
New York Association for Brain Injured Children, 305 Broadway, New York, N.Y. 10007
Noble & Noble, Publishers, 1 Dag Hammarskjold Plaza, New York, N.Y. 10017
Northwestern University Press, 1735 Benson Ave., Evanston, Ill. 60201
Open Court Publishing Co., Box 599, 1039 Eighth St., LaSalle, Ill. 61301
Opportunities for Learning, 8950 Lurline Ave., Dept. J88, Chatsworth, Calif. 91311
Orton Society, 8415 Bellona Lane, Towson, Md. 21204
F. A. Owen Publishing Co., 7 Bank St., Dansville, N.Y. 14437
Peek Publications, P.O. Box 11065, Palo Alto, Calif. 94303
Perceptual Developmental Laboratories, 6767 Southwest Ave., St. Louis, Mo. 63143
Perma-Bound, Hertzberg-New Method, Inc., Vandalia Road, Jacksonville, Ill. 62650
Phonovisual Products, 12216 Parklawn Dr., Rockville, Md. 20852
Prentice-Hall, Inc. Englewood Cliffs, N.J. 07632
J. A. Preston Corp., 71 Fifth Ave., New York, N.Y. 10003
Priority Innovations, P.O. Box 792, Skokie, Ill. 60076
The Psychological Corp., 304 E. 45 St., New York, N.Y. 10017
Psychologist Test Specialists, Box 1441, Missoula, Mont. 59801
Psychotechnics, 1900 Pickwich Ave., Glenview, Ill. 60025
G. P. Putnam Sons, 200 Madison Ave., New York, N.Y. 10016
Rand McNally & Co., P.O. Box 7600, Chicago, Ill. 60680
Random House, 201 E. 50 St., New York, N.Y. 10022
Reader's Digest Services, Educational Division, Pleasantville, N.Y. 10570
Relevant Productions, Inc., 319 Gulf Blvd., P.O. Box 68, Indian Rocks Beach, Fla. 33535
Rheem Califone, 5922 Bancroft St., Los Angeles, Calif. 90016
Scholastic Magazine and Book Services, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632
Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611
Scott, Foresman and Co., 1900 East Lake Ave., Glenview, Ill. 60025
Selective Educational Equipment, Inc., Three Bridge St., Newton, Mass. 02195

Silver Burdett Co., A Division of General Learning Corp., 250 James St., Morristown, N.J. 07960

The L. W. Singer Co., A Division of Random House, 201 E. 50 St., New York, N.Y. 10022

Slosson Educational Publications, 140 Pine St., East Aurora, N.Y. 14052

Society for Visual Education, 1356 Diversey Parkway, Chicago, Ill. 60614

Special Child Publications, 4635 Union Bay Place N.E., Seattle, Wash. 98105

Steck-Vaughn Co., Box 2028, Austin, Tex. 78767

C. H. Stoelting Co., 424 N. Homan Ave., Chicago, Ill. 60610

Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, N.Y. 10027

Teachers Publishing Corp., 22 W. Putnam Ave., Greenwich, Conn. 06830

Teaching Aids, 159 W. Kinzie St., Chicago, Ill. 60610

Teaching Resources Corp., 100 Boylston St., Boston, Mass. 02116

Teaching Technology Corp., 7471 Greenbush Ave., Springfield, Ill. 62717

3 M Visual Products, 3 M Center, St. Paul, Minn. 55101

Tweedy Transparencies, 207 Hollywood Ave., East Orange, N.J. 07018

United States Department of Health, Education and Welfare, Washington, D.C. 20025

United States Government Printing Office, Superintendent of Documents, Washington, D.C. 20025

University of Chicago Press, 5801 Ellis Ave., Chicago, Ill. 60637

University of Illinois Press, Urbana, Ill. 61801

George Wahr Publishing Co., 316 State St., Ann Arbor, Mich. 41808

Webster Division, McGraw-Hill, Manchester Rd., Manchester, Mo. 63011

Weekly Reader Paperback Book Club, American Education Publications, A Xerox Company, 55 High St., Middletown, Conn. 06457

Wenkart Publishing Co., 4 Shady Hill Square, Cambridge, Mass. 02138

Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, Calif. 90025

Western Publishing Education Services, 1220 Mound Ave., Racine, Wisc. 53404

Westinghouse Learning Corp., P.O. Box 30, Iowa City, Iowa 52240

Wheeler Publishing Co., 10 E. 53 St., New York, N.Y. 10022

John Wiley & Sons, 605 Third Ave., New York, N.Y. 10016

Winston Press, Inc., 25 Groveland Terrace, Minneapolis, Minn. 55403

Winter Haven Lions Research Foundation, Box 1112, Winter Haven, Fla. 33880

Xerox Education Publications, Education Center, Columbus, Ohio 43216

Zaner-Bloser Co., 612 North Park St., Columbus, Ohio 43215

Richard L. Zweig Associates, 20800 Beach Blvd., Huntington Beach, Calif. 92648

Appendix Q

Descriptor Term:	Descriptor Code:	Issued Date:
GRADUATION REQUIREMENTS	IHF	June 1980
CF: IC	Rescinds:	Issued:

The Georgia Board of Education recognizes the importance of assuring an adequate educational opportunity for each Georgian. This goal is to be supported by quality secondary school programs which promote personal development, academic growth and career preparation. Such programs are to be based on a broad, flexible curriculum which addresses each student's needs, interests and abilities.

The state board defines as a major role of secondary schools the responsibility for providing the youth of Georgia with opportunities to acquare and to apply basic skills necessary for contemporary adult life. Such skills are defined as those skills which enable one to address effectively and efficiently the decisions and opportunities presented in a technological, urban, free society.

Graduation requirements from any Georgia high school which receives public funds shall include attendance, Carnegie units of credit and life role competency criteria signifying preparation for adult roles of learners, individuals, citizens, consumers and producers.

Secondary school instructional delivery and support services shall reflect the competency-based high school graduation requirements and assist all students to develop their unique potential to function in contemporary society.

Graduation Requirements

Attendance

Attendance requirements of local boards of education shall be consistent with state compulsory attendance laws.

For students beyond 16 years of age, local boards may adopt policies allowing for program completion in more or less than 12 years of schooling. Attendance requirements can be waived considering the age and maturity of the student, accessibility of alternative learning programs, student achievement levels, and decisions of parents or guardians. Such attendance waivers must be consistent with guidelines of the state board.

Carnegie Units

Students who graduate from any state supported Georgia high school must earn at least 20 Carnegie units of credit. Ten Carnegie units must be earned through the Georgia Core Curriculum, with the remaining units earned either through local board of education requirements or elective areas of study.

Areas of Study	Carnegie Units
English Language Arts	3
Mathematics	1
Science	1
Science or Mathematics	1
Personal Finance	1/3
Health and Safety	1/3
Physical Education	1/3
Career Planning	1/3
Economics/Business/Free Enterprise	1/3
Citizenship	1
Social Studies	1
U.S. History/Government	1
Required Units —	10
Elective Units —	10
Total Units —	20

Competency

Students who graduate from any state supported Georgia high school must demonstrate at least minimal mastery of the competency performance standards as prescribed the the Georgia Board of Education. Such standards are established as instructional guides for preparation for adult life roles.

1. Learner

Each graduate should demonstrate competence in the areas of reading, writing, mathematics, speaking and listening and problem solving. Performance will be demonstrated by students using those materials which are used in typical academic, employment and everyday tasks. These may include newspapers, magazines, personal budgets, tax and employment forms, textbooks, business and personal letters and other materials requiring the application of basic learning skills.

Reading — A student will demonstrate competence by his or her ability to read, understand, interpret and use written materials in the context of academic problems, everyday tasks and employment activities. Indicators of reading competence include such skills as identifying main ideas and details, interpreting literal and figurative language and using reference resources.

Writing — A student will demonstrate competence by his or her ability to select, organize and compose written material in the context of academic problems, everyday tasks and employment activities. Indicators of writing include such skills as composing sentences, organizing information and writing paragraphs.

Mathematics — A student will demonstrate competence by his or her ability to understand and employ basic mathematical concepts and operations in the context of academic problems, everyday tasks and employment activities. Indicators of skills in mathematics include translating numbers, computing percentages and applying arithmetic operations.

Speaking and Listening — A student will demonstrate competence by his or her ability to receive and transmit oral and aural communication in the context of academic problems, everyday tasks and employment activities. Indicators of speaking and listening may include interpreting aural communications, composing oral directions and questions and using formal and informal speaking styles.

Problem solving — A student will demonstrate competence by his or her ability to evaluate, analyze and draw conclusions from situations presented in the context of academic problems, everyday tasks and employment activities. Illustrative indicators of problem solving may include interpreting a variety of data, inferring cause and effect and applying logical reasoning to the identification and solution of problems.

2. Individual

Each graduate should have the skills and understandings necessary to improve both physical and mental health, to use leisure time in a profitable and fulfilling manner and to establish a personal family role which is mutually beneficial to the individual and to members of the family.

*Competency Performance Standards

The student recognizes and practices sound personal health habits necessary to maintain physical and mental health and demonstrates preventive and emergency actions for health and safety.

***Following completion of the state validation process, generic competencies will be identified and existing competency statements will be clarified.**

The student recognizes the value of cultural arts and the humanities and the use of personal leisure activities in contributing to his or her physical, mental and emotional well-being.

The student understands the sound health care principles involved in family living, parenting and parenthood.

3 Citizen

Each graduate should have the skills and understandings needed to function as a responsible member of society, using and contributing to society in an appropriate manner and interacting with the environment in a responsible way.

*Competency Performance Standards

The student understands the basic structure and functions of the American system of government and the American economic system.

The student knows basic legal rights and responsibilities of the citizen under the American judicial and penal systems.

The student recognizes relationships between current societal and environmental problems and the individual's role and responsibilities.

4 Consumer

Each graduate should have the skills and understandings needed to function as an informed consumer and to use available resources in an efficient and beneficial manner.

*Competency Performance Standards

The student knows the principles of sound personal financial planning and management.

The student identifies the legal rights and responsibilities of the consumer in buying and selling goods and services.

***Following completion of the state validation process, generic competencies will be identified and existing competency statements will be clarified.**

5. Producer

Each graduate should have the skills and knowledge necessary to select and pursue a career reflecting personal interests and abilities. Each graduate should also have the skills needed to pursue a new career should situations arise which dictate career changes.

*Competency Performance Standards

The student analyzes personal career opportunities and choices in career planning and management.

The student demonstrates the skills necessary to obtain employment.

Procedures for Awarding Carnegie Units of Credit

Three procedures may be used by local systems for awarding Carnegie units of cedit or increments of units of credit.

Course credit — Carnegie units may be awarded for courses of study based on 150 clock hours of instruction provided by the school. (Quarter programs offer 50 clock hours of instruction for ⅓ Carnegie unit. Semester programs offer 75 clock hours of instruction for ½ unit of credit.)

Credit in lieu of enrollment — Local boars may adopt policies, with state board approval, to grant credit for learning which has occurred outside the school. Local systems must develop assessment procedures to award or exempt credits in lieu of enrollment.

Credit for planned off-campus experiences — Local boards may adopt policies, with state board approval, to grant credit for planned off-campus experiences if such experiences are a part of planned studies program.

Secondary School Credentials

The High School Diploma shall be the official document certifying completion of attendance, units of credit and competencies required for high school graduation.

***Following completion of the state validation process, generic competencies will be identified and existing competency statements will be clarified.**

The High School Performance Certificate shall be awarded to students who complete some but not all of the criteria for a diploma and who choose to end the formal schooling experience. Such a certificate shall identify those competency performance standards which the student did demonstrate during the secondary school experience.

All students ending their formal schooling experience shall receive a Record of Demonstrated Competency as a part of, or in addition to, their School Transcript.

Local Authorities and Responsibilities

Local boards of education have the authority to require attendance, Carnegie units and adult life role competency requirements exceeding the state minimum criteria for graduation.

Local boards of education have the responsibility to establish instructional support services and delivery service to uphold the multiple criteria for high school graduation.

To provide an ongoing guidance component beginning with the ninth grade for familiarizing the student with graduation requirements and for examining the likely impact of individual career objectives on the program of work he or she plans to follow; also, to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives

To provide record-keeping and reporting services that document student progress toward graduation and include information for the school, parents and students

To provide diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation

To provide instructional programs, curriculum and planned course guides, and remedial opportunities to assist each student in meeting graduation requirements

To provide appropriate curriculum and assessment procedures for students who have been identified as having handicaps which prevent them from meeting the prescribed competency performance requirements

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Georgia Code: 32-408 (1937, 1961), 32-609a (1974, 1975), 32-611a (1974, 1975), 32-653a (1974), 32-657a (1974), 32-660a (1974), 32-1901 (1971).

Descriptor Term	Descriptor Code	Issued Date
GRADUATION REQUIREMENTS	IHF-EP	June 1980
	Rescinds	Issued

The Office of Planning and Development shall maintain an *Administrative Manual for Georgia High Schools*.

The following components shall be outlined in an *Administrative Manual for Georgia High Schools*.

Implementation schedule for phasing in multiple criteria for graduation in 1980, 1981, 1982

Competency performance objectives and indicators for adult life roles

Regulations governing credit and attendance options;

Guidelines for providing planned course descriptions, recording and reporting services, student advisement services, competency evaluation services, basic skills remedial programs and competency based program opportunities for handicapped pupils

Sample credentials, diplomas, performance certificates and student records

The State Superintendent of Schools shall review annually in the application of standards for public schools the extent to which local systems meet or exceed the minimum expectations adopted by the state board. The state superintendent shall report annually to the state board the effectiveness of minimum high school graduation requirements in providing assurance that secondary schools are successfully educating pupils in terms of life role preparation.